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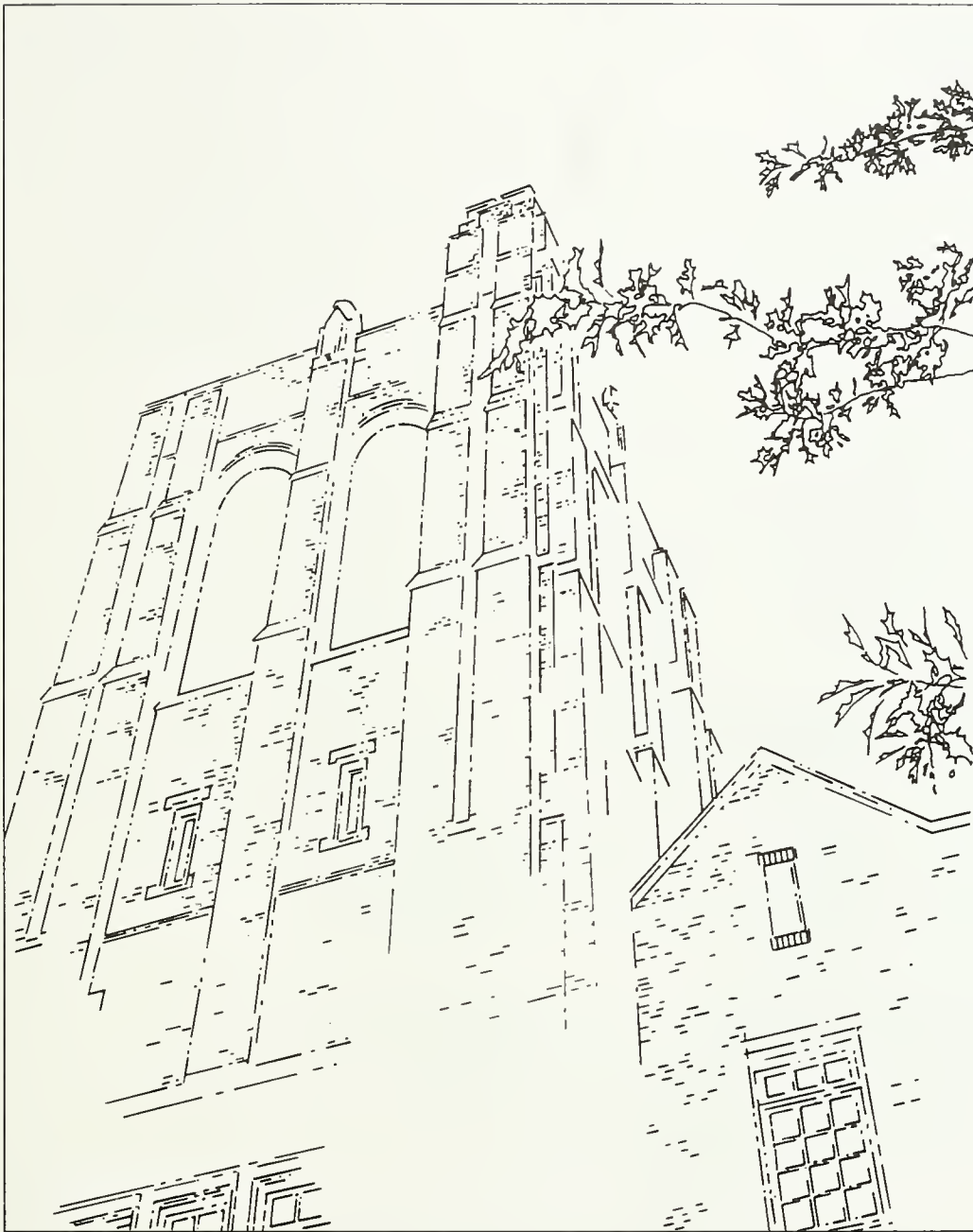


GRADUATE BULLETIN 1999-2000



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Graduate Bulletin 1999-2000

La Salle University
Philadelphia, Pennsylvania 19141
215/951-1100

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La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability which does not interfere with performance of essential job functions after reasonable accommodation, if any. Admission is based upon an applicant's qualifications and ability to meet the established requirements for admission and for specific programs. This commitment extends to participation in all educational programs and activities of the University.

ACCREDITATION AND MEMBERSHIPS

La Salle University was chartered in 1863 by the Legislature of the Commonwealth of Pennsylvania and is empowered by that authority to grant academic degrees.

La Salle is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pennsylvania 19104, (215)662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

La Salle is also accredited by:

AACSB - The International Association for Management Education, 600 Emerson Road, Suite 300, St. Louis, Missouri 63141, (314)872-8481

Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, Pennsylvania, 17126, (717)787-5041

Regents of the University of the State of New York, Albany, New York 12234, (518)474-5844

American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, D.C. 20036, (202)293-2450

American Chemical Society, 1155 16th Street, NW, Washington, D.C. 20036, (202)872-4589

National League for Nursing, 350 Hudson Street, New York, New York 10019, (212)989-9393

Pennsylvania State Board of Law Examiners, 5035 Ritter Road, Suite 1100, Mechanicsburg, Pennsylvania 17055, (717)795-7270

Council on Social Work Education, 1600 Duke Street, Alexandria, Virginia 22314, (703)683-8080

Member of: American Council on Education, Association of American Colleges, National Collegiate Honors Council, American Assembly of Collegiate Schools of Business, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

RIGHTS AND PRIVACY ACT PROVISIONS

Each year, La Salle University informs students of the Family Educational Rights and Privacy Act of 1974. This Act was intended to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the Act, each institution must inform each student of his/her right to prevent disclosure of personally identifiable information. Although La Salle does not publish a public directory, the Office of the Registrar, at its discretion, does disclose the following information: Name, address, dates of attendance, class, major field of study, and degree(s) conferred (including dates).

Under the provisions of the Rights and Privacy Act, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1st in the Fall Semester and February 15th in the Spring Semester. The University will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully. Should a student decide to inform the institution not to release any information, any future requests for such information from non-institutional persons or organizations will be refused.

La Salle University assumes that failure to request the withholding of "directory information" indicates approval for disclosure.

To comply fully with the provisions of the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University has available its Crime Statistics Report for 1998, as well as a publication entitled "Safety and Security at La Salle University." Copies of either document may be requested without charge in writing from the Office of Public Relations, La Salle University, Philadelphia, PA 19141.

To comply with Federal Consumer Information Regulations, La Salle makes available upon request a report on job placement statistics and graduation rates. A copy of the 1999 report may be requested in writing from the Vice President for Enrollment Services, La Salle University, Philadelphia, PA 19141.

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Mission Statements

La Salle University Statement of Mission

La Salle University, dedicated in the traditions of the Christian Brothers to excellence in teaching and to concern for both ultimate values and for the individual values of its students, is a private Roman Catholic university committed to providing a liberal education of both general and specialized studies.

As a Catholic university, La Salle strives to offer, through effective teaching, quality education founded on the idea that one's intellectual and spiritual development go hand in hand, complementing and fulfilling each other. The University has, as its basic purpose, the free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity. The programs of the University also aim at preparing students for informed service and progressive leadership in their communities and for fulfilling the immediate and final goals of their lives.

Mission Statement for Graduate Studies

La Salle University offers graduate programs that enable students to augment their academic background, to acquire both practical and theoretical knowledge in their chosen field, and to enhance their professional competencies. Steeped in the teaching tradition of the Christian Brothers and responsive to current societal needs, these programs, while complete in themselves, are also preparatory for further study. La Salle's graduate programs help students to correlate and synthesize information from various fields, to relate the theoretical to the practical, and to develop values in the liberal arts tradition. Students who earn a Master's degree at La Salle University are prepared both to advance in their professional career

and to pursue appropriate doctoral studies.

Graduate programs have been available at La Salle from the earliest days of its existence. The more modern development of graduate education on our campus began in 1950 in response to the needs of the sponsoring religious congregation, the Christian Brothers. That year saw the introduction of the master's program in Religion, initially introduced to train the young Brothers in theology.

With the growth of the institution since the late 1940s, and the added distinction of university status granted by the state of Pennsylvania in 1984, the graduate programs have grown in diversity. In 1998, La Salle introduced its first doctoral program — a Psy.D. in Clinical Psychology.

Our programs are designed to invite participation by persons who are interested in advancement in chosen professional areas. We provide a blend of instructors to support the practical educational experience our graduate students seek. Some are highly trained specialists who bring to the classroom the latest theoretical information in their discipline. Others are practicing professionals who provide the insight and skill to apply this theoretical base to the demands of present practice. Working in La Salle's traditional learning environment, they impart a graduate experience that is second to none.

Academic Policies and Procedures

Standards for Graduate Education

Graduate education is not wholly distinct from undergraduate education since all education is a continuous process of personal development. Neither are graduate programs at the Master's and Doctoral levels entirely identical. Some programs have an academic research orientation while others focus on the professional development of students. However, all graduate programs require the development of more sophisticated and complex skills of students than do undergraduate programs. In general, they place more stress on students' abilities to critically analyze facts and theories, to make independent judgments based on objective data, to aptly communicate what has been learned, and to synthesize new ideas to make sound decisions. All graduate programs at La Salle are expected to emphasize these more advanced skills. In graduate work at La Salle all students are expected to:

- Think critically and independently, and master the skills presently demanded in their field of study.
- Understand both current and traditional approaches to their discipline.
- Become thoroughly familiar with the current literature of their discipline by regular use of the standard references, current journals, and professional publications.
- Contribute substantially to courses through research projects, seminar papers, case studies, and supervised field experiences.
- Apply ideas and facts learned in courses to original or application-oriented projects and papers.
- Adhere in their written work to high standards of grammar, punctuation, organization and style. When appropriate, the official manual of style adopted by the discipline should be followed.

Academic Policy

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal.

Students are expected to pursue their studies adhering to the basic principles of academic honesty. Students who are guilty of plagiarism or academic dishonesty in their studies and their research will not be permitted to continue in the Graduate Program. Research projects which use human subjects should be approved by the Institutional Research Board.

Academic Standing

Every student in the La Salle University's Graduate Programs is required to maintain a cumulative scholastic average of "B" (3.0). In addition, a student whose academic performance falls below this standard is subject to academic review by the Director of the appropriate Graduate Program. Depending upon the degree of the academic deficiency, a student may be warned with regard to academic standing or required to withdraw from the program. A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he or she receives written notification of this status. A student must have a cumulative average of 3.0 or better to graduate from La Salle University.

A student with serious academic deficiencies will be required to withdraw from the program. A student admitted on a conditional basis who has a cumulative grade point average of less than 3.0 upon the completion of 6 or 9 credits (depending upon the specific program), may be required to withdraw from the program.

A student who is required to withdraw for academic reasons may appeal the dismissal within 30 calendar days from the date of the dismissal letter. A student may not register for or attend classes while an appeal is pending. The Dean of the School along with the appropriate Director is responsible for deciding the merits of an appeal. The appeal must be in writing

and addressed to the Dean. The appeal should indicate in sufficient detail that:

- the student's poor academic performance is due to unusual or non-recurring events,
- the actions the student has taken or will take ensure that there will be no recurrence of these events,
- the student has taken or will take appropriate action to ensure that his or her cumulative grade point average will reach a minimum 3.0 as quickly as possible.

A student may submit additional written evidence or include any other information that may be helpful in reaching a decision.

Grading

The following is the breakdown and definitions of grades distributed for courses completed:

- A** indicates the demonstration of a superior level of competency
- A-** indicates the demonstration of a very good level of competency
- B+** indicates the demonstration of a good level of competency.
- B** indicates the demonstration of an average, satisfactory level of competency.
- B-** indicates the demonstration of a less than average level of competency.
- C** indicates a below average, only marginally satisfactory level of competency.
- F** indicates failure to demonstrate a satisfactory level of competency.
- I** indicates work not completed within the trimester period.
- W** indicates an authorized withdrawal from a course unit after the trimester has commenced.

Those faculty who do not want to assign +/- grades are not obligated to do so.

A student must repeat a course in which he/she receives an "F" grade. The "F" will remain on the transcript but will not be counted in the cumulative average once the course has been repeated satisfactorily. To repeat a course that has been failed, the student must obtain written approval of the Program Director. Ordinarily, a student may not repeat a course that has been passed.

A student who receives a grade of "I" for a course must complete the remaining work within the time of the next semester (whether the student is enrolled in course work or not during that subsequent semester). If the work is not completed within that time, the "I" will remain on the transcript permanently, and the course must be repeated to produce a satisfactory grade.

The "W" grade is assigned when the student is approved for withdrawal from a course. Ordinarily, permission form withdrawal is not granted after the mid-semester period. Permission for exceptions must be approved by the Program Director.

Admission

Admission criteria are program specific. For that reason they are detailed in the section introducing each program. La Salle does not discriminate against any candidate for admission because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability.

Matriculation

A matriculated student is one who meets all entrance requirements and who has begun working in a definite program toward the graduate degree. Ordinarily, a maximum of seven calendar years is allowed for the completion of the graduate degree. A maximum of ten calendar years is permitted for students participating only during the graduate religion summer sessions. On this basis, graduate students are classified as follows:

- A full-time student is one who is matriculated and registered for six or more hours of credit for the semester (except in the MBA Program, which requires nine or more hours of credit per semester).
- A part-time student is one who is matriculated and registered for fewer than six hours of credit for the semester (fewer than nine credits for MBA students).

- A non-degree student is one who has not matriculated into the graduate program, but who has been given permission by the Director of the program to take specific courses.

International Student Admission

La Salle is authorized by the Department of Justice, Immigration and Naturalization Service to issue Certificates of Eligibility (Form I-20) for non-immigrant “F-1” student status, to international students who meet admission requirements. Preliminary application materials are available from the Office of the Provost, La Salle University, Philadelphia, PA 19141.

Student Responsibilities

A student’s matriculation at La Salle University is a voluntary decision which involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspensions and dismissal. As an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Graduate Bulletin and in the student handbooks of individual graduate programs. Copies of the handbooks can be obtained from the Directors of the programs.

Registration For Courses

Dates and procedures for registration vary slightly from program to program. Please consult the individual program insert in the back of this book to learn about the registration process for a particular program.

Withdrawals

The W grade is assigned when the student is approved for withdrawal from a course. Ordinarily, permission for withdrawal is not granted after the mid-semester period. Permission for exceptions must be approved by the Director responsible for the program. Authorized withdrawals must be processed through the Registrar’s Office. If the student must withdraw from classes, tuition is refunded according to the following schedule:

FALL AND SPRING SEMESTERS (also policy for the MBA and CIS summer semester)

before the first day of class	100%
during the first week of class*	80%
during the second week of class.....	60%

during the third week of class.....	40%
during the fourth week of class	20%
after the fourth week of class ...	NO REFUND

SUMMER SEMESTER

(except the MBA and CIS programs)

before the first day of class	100%
during the first week of class	60%
after the first week of class	NO REFUND

*The first week is defined to be the first day that classes begin for the semester, and the following six days, regardless of whether or not the student attends the first class meeting.

Leave of Absence

Students are encouraged to remain active in their graduate studies. However, those who will not be attending for two or more consecutive terms must notify the Director of their program, and request a leave of absence in writing. Students not enrolled for six (6) consecutive terms (including summer) and who have not been given a written leave of absence will be administratively dismissed from the program.

Readmission

When seeking readmission students who have been dropped are required to make their request known by writing to the Director of the program. Upon receipt of the request, the Admission Committee of the program will review the student’s academic record in the program and the original admission profile judged against current admission criteria.

Transfer of Credit

Students may transfer up to six hours of graduate level work into graduate programs that are thirty-six credits or less in length. Students may transfer up to nine hours of graduate level work into programs that are greater than thirty-six credits in length. Course credit may be transferred only from graduate programs at accredited institutions, and only courses with a grade of B or better may be transferred.

Graduation

Degrees are conferred three times each year following the end of each term in January, May, and September. Commencement ceremonies take place once a year in May. All students who have completed degree requirements during the previous year (June through May) can participate in the May Commencement ceremonies. Information will be mailed to the student

as the student nears completion of the graduate program.

Students enrolled in graduate programs are responsible for adhering to all regulations, schedules, and deadlines pertinent to their particular program. It is the responsibility of students to make sure that they have met all graduation requirements. If they are in doubt, they should consult with the Director of their program prior to registration for each semester.

Student Rights and Grievance Procedure

This section details policies for curricular standards for all graduate students. These policies have been approved by the Graduate Council of La Salle University.

1. A student shall have the right to pursue any course of study available in the graduate programs of the University providing he or she can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements of the program.
2. A student shall have the right to know at the beginning of each semester, ordinarily during the first week of class, the criteria to be used by the instructor in determining grades in each course.
3. A student shall have the right to see his or her own tests and other written material after grading, and the instructor shall have the duty to make this material available within a reasonable time.
4. Upon request, a student shall have a right to have his or her grade on such written material explained by the instructor. A request for such explanation must be made within one week after the written material, as graded, is made available to the student.
5. If a student believes that his or her final grade is the product of the instructor's bias, whimsy, or caprice, rather than a judgment on the merits or demerits of his or her academic performance, the student must follow the procedure described in this subsection.

a) The student must initiate the complaint procedure with the instructor before or within the first two weeks of the next regular semester.

b) After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor, giving his or her reasons, in writing, for thinking that the grade was biased, whimsical or capricious.

c) If dissatisfied with the explanation that has been given, the student may appeal to the Director of the appropriate program.

d) The student has a further appeal to the appropriate Dean, who will:

1. request a written statement from that student which will contain a complete and detailed exposition of the reasons for the student's complaint. A response from the faculty member will then be requested.

2. advise and assist the student in a further attempt to resolve the problem at the personal level.

e) If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal:

1. The faculty member who is accused of bias, whimsy, or caprice may elect one of two procedures. The faculty member may request that the Dean investigate the matter personally. In the alternative, the faculty member may request that a committee investigate the matter and reach a judgment on the merits of the complaint. In either case, the burden of proof shall be upon the complainant. Neither adjudicating forum (Dean or committee) shall substitute his/her or its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias, whimsy or caprice.

2. If a committee is to be established, the Dean shall appoint the committee, consisting of two students and three faculty members. The two students and two faculty members shall, if possible, be from the graduate department responsible for the subject in which the grade was given. The third faculty member shall be from another graduate program.

3. Should the designation of the review body (Dean or committee) be delayed beyond a reasonable time, then the committee structure described in item 2 above will be convened and the question heard.

f) If it is found that the grade given was neither biased, whimsical, nor capricious, the case will be dismissed. If it is found that the grade given was the product of bias, whimsy or caprice, the review body (Dean or committee) shall direct that a notation be entered on the student's transcript that the grade "had been questioned for cause and the recommendation had been made that it be changed because of apparent (bias, whimsy, or caprice)." The original grade, however, will remain a part of the transcript unless changed by the instructor.

6. A student shall be promptly informed if he or she is placed on any form of academic censure.

Seeking a Second Master's Degree

Individuals who hold a Master's degree in one of La Salle's programs, and are seeking a Master's degree in a second La Salle program, may have credit for courses taken for the first degree apply to the second degree on condition that:

1. Credits transferred from programs in other accredited institutions may not exceed 6 in La Salle programs requiring 36 credits or less, or 9 in La Salle programs requiring more than 36 credits.
2. All requirements for the degree in the second discipline are met to the satisfaction of the program Director and Dean.
3. Courses taken for the first degree and to count for the second degree are essential to meeting requirements of the second degree.
4. The total number of credits taken for the two degrees reach a minimum of 48 credits or the equivalent.

Student Services

Tuition, Fees, and Payment Options

Because tuition is subject to change from year to year, please contact the Program Director for the current tuition charge. There is a registration fee required each term, depending upon the number of courses for which the student is registered. Each student also pays an instructional technology fee to cover the advancement and support of the computer resources available to students.

METHODS OF PAYMENT

Tuition is due on or before the first day of the semester. If pre-registered, the student will receive a bill for the term's tuition. For the fall, spring, and summer terms, payment is due in August, December, and April, respectively. If paid by check, MasterCard or Visa, payments can be made through the mail.

DEFERRED PAYMENT PLAN

Students may take advantage of the deferred payment plan. This program requires a payment of 25% of the term tuition by the initial due date. The remaining 75% is deferred in three equal monthly payments over the remainder of the term. For more information and/or applications, please contact La Salle's Student Loan Office at 215/951-1054.

CHANGES

La Salle University reserves the right to amend or add to the charges listed above and to make such changes applicable to new and enrolled students.

Financial Assistance

Although payment of tuition is the responsibility of the student, the University makes every effort to assist students in attaining adequate levels of financial support. Students should utilize private as well as public fund resources, e.g., banks and private scholarships as well as the government loan programs. The professional staff in the Financial Aid Office will work with each student in reference to the loan programs.

Financial Aid is also available from the sources described in this section. Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This form is available from the La Salle Financial Aid Office. If the student is a loan applicant, all awards must be reported to the Financial Aid Office for loan eligibility computation. For further information, contact the Financial Aid Office at 215/951-1070.

FEDERAL STAFFORD LOAN

Graduate students may borrow up to \$8,500 per grade level of full or part-time study. The loan term should always be for a two-semester period to be in compliance with federal regulations. If a student demonstrates financial need, he or she will receive a subsidized loan with no payment of interest or principal due until six months after the student ceases half-time study. If no financial need is evident, the student will be given an Unsubsidized Stafford Loan. The loan limits and terms are the same as the subsidized loan except that interest payments must be made on a quarterly basis while the student is enrolled and for the six-month period following attendance. To be considered for either program students must submit the Free Application for Federal Student Aid (FAFSA), as well as a Common Loan Application from a participating lender (bank, savings and loan, or credit union). Loan applications must be submitted 10-12 weeks prior to the start of the term to ensure that funds are available for payment of the invoice.

ADDITIONAL UNSUBSIDIZED STAFFORD LOAN

This program replaces the Supplemental Loan for Students (SLS) and enables graduate students to borrow up to \$10,000 per grade level in addition to the Stafford Loan. The terms of the loan are the same as with the Stafford Loan. Students should contact their Stafford lender for an application and information.

VETERAN'S BENEFITS

Veteran's benefits are available for graduate students. Students who qualify for benefits should contact the Registrar's office at 215/951-1020. Information for full-time and part-time students is available.

RESIDENT DIRECTOR

Resident director positions may be available depending upon the term the student wishes to begin studies. An RD supervises the student staff of the resident halls and is responsible for such areas as programming, counseling, discipline, physical operations, and related activities. Previous residence hall experience is required.

The RD receives room, board, a cash stipend, and tuition remission equivalent to nine credit hours per semester. This is a ten-month appointment. Resumes and letter of application should be sent the Resident Life Office by February 1st for the following fall term.

Student Transcripts

Students may apply at the Registrar's Office for a transcript of their graduate work. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

Students requesting transcripts for their own use are given copies marked "student copy". Each student is sent a copy of his or her transcript at the time of graduation. A fee of \$5.00 is charged for an official transcript. The University requires at least one week's notice for the issuance of transcripts. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled.

International Student Advising

The Director of International Education promotes the academic welfare of international students through the coordination and development of programs that enhance international student success. These include orientation and academic counseling; participation in the sponsorship of academic, cultural, and professional activities which promote the educational, recreational, and emotional well-being of international students; and verifying and maintaining all necessary immigration documents. The Director of International Education can be contacted at the Multicultural and International Center at 215/951-1948.

Bucks County Center

La Salle University offers Master's degree programs in eight academic areas and a doctorate in psychology at its Bucks County Center in Newtown, Pa. The Center is located in the Silver Lake Executive Campus, approximately one mile from the Newtown-Yardley exit of I-95. This full-service educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, a nursing lab, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials and computer workstations.

Courses are offered during the evening and on weekends to accommodate adult learners and working professionals. Students can complete Master's degree programs in a variety of academic areas, including Master of Business Administration (MBA), Bilingual/Bicultural Studies (Caribbean Spanish), Computer Information Science, Education, Clinical-Counseling Psychology, Nursing, Professional Communication, and Theological, Pastoral, and Liturgical Studies. La Salle recently introduced a combination Master of Science in Nursing and Master of Business Administration (MSN/MBA degree) at the Bucks County Center. And there are plans to begin an Executive MBA program at the site.

For more information on the La Salle University Bucks County Center, call 215/579-7335, e-mail diamond@lasalle.edu, or write to La Salle University Bucks County Center, Silver Lake Executive Campus, 33 University Drive, Newtown, PA 18940.

Library Services

The Connelly Library – Main Campus

The Connelly Library is located on the main campus and offers a combination of traditional library services and the latest information technology products. The building, with a capacity for 500,000 volumes and seating for over 1,000 people, provides attractive, quiet, study spaces, service points on the bottom two floors for reference, circulation, and audiovisual materials; and Special Collections used by scholars around the world.

The Connelly Explorer, the automated catalog, provides access to the complete holdings of the library's books, periodicals, and audiovisual materials. Besides the computer terminal in the library and other sites on campus, anyone can log on to the catalog through the Internet, worldwide web or dial-up access.

The Library subscribes to several databases on CD-ROM including ABI/INFORM (business), CINAHL (nursing), ERIC (education), and Expanded Academic Index. The library also provides access to FirstSearch, a remote service of over 50 databases, the Encyclopedia Britannica Online, and ProQuest Direct, another remote service which provides indexing and abstracts plus complete text of articles in over 1400 periodicals. These networks of databases provide students rapid and easy access to the world's literature and can be searched whenever the library is open. Reference librarians are available to assist students locate information, use the computer services, and for group instruction. The librarians have compiled many library guides to assist students needing information on specific subjects and to provide general information about the library.

La Salle students and faculty can use the Interlibrary Loan Service to borrow books or obtain photocopies of periodical articles not owned by the Connelly Library. Through a cooperative borrowing agreement with over 30 local libraries, student and faculty can also borrow materials directly from libraries at other academic institutions.

The Resource Center – Bucks County Center

Students taking courses in Newtown at the Bucks County Center can have access to the Connelly Library's resources through the use of the computerized Library Access software in the Resource Center. Professional degreed Research Librarians are available at select times to assist students with their research projects and to provide guidance on the use of the Library Access software. Students can request for library materials to be delivered to the Bucks County Center for them to pick up the following week.

Computing/Technology-Based Learning Facilities

Wister Computer Lab – Main Campus

The computer facilities at La Salle University's main campus offer all students access to the latest technologies in computers and information retrieval. In addition to the facilities available in the Connelly Library, the computer facilities available to students at La Salle include: a campus-wide network connecting PC's, laser printers, a mini-computer, video projection, and presentation facilities. Most of these computers are available in an "open" lab intended for all students to use without the need of reservations. "Closed" labs are available for training and hands-on classes. Software packages used in courses, including Microsoft Office and many more, are available from the lab servers and are updated periodically to keep current with the latest technologies. In addition to the local area network connections, students are able to connect to the

Internet to reach out to networks throughout the world.

Bucks County Center

The computer facilities at the Bucks County Center also offer all students access to the latest technologies in computers and information retrieval. The computer facilities include two networked labs, presentation facilities, and connection to the Connelly Library and to the Internet.

Appointments are requested in order to ensure the availability of the computers to those students who have a need for them.

Career Planning

Career Planning is located on the 4th floor of the Administration Center on the main campus and is open during normal business hours. Evening hours are also available by appointment. Please call 215/951-1075 to make an appointment. The resources of the Career Planning office are available to any graduate student or graduate free of charge. Services, such as personalized career counseling, information on careers, and pertinent information sources related to employment, education and salary trends, are available to the student. Students may access currently available openings posted in the Job Books in the office, on La Salle's web page or on the Telephone Job Line. Potential employers and contacts can also be developed through the resources and reference materials in Career Planning. Since career development is a continuous process, where skills are learned, developed or enhanced, Career Planning provides the graduate student with many opportunities to discuss and formulate their career goals and plans.

Housing

La Salle University can accommodate a limited number of graduate students in on-campus housing. Both apartment-style and residence hall-style units are available. In addition, La Salle's Off-Campus Housing Service assists students in locating housing in the surrounding community. The Service provides: off-campus housing referral listings, roommate referral lists, and general off-campus rental information (tenant-landlord relations, roommate selection, consumer protection, neighborhood businesses and services, etc). La Salle University cannot inspect listed accommodations, nor screen prospective landlords and tenants.

Graduate students may consider becoming a Resident Director (RD) in La Salle's undergraduate residence halls. Applications for RD positions are typically due by mid-April for the following academic year. For more information on these programs, Call 215/951-1550.

Food Services

Main Campus

The Food Service Department on the main campus offers a variety of items in the two cafeterias it operates on campus. One cafeteria, the Food Court is centrally located in the Student Union and is a popular meeting place on the way to class. The other cafeteria, the Blue and Gold Commons, is located near the residence halls and is primarily used by undergraduates who live on-campus.

Another innovation in Food Service is the 72-seat Intermissions restaurant located in the La Salle Union building adjacent to the Dan Rodden Theatre. Next to the restaurant is the very popular night spot known as Backstage. Here La Salle students and their guests are treated to a variety of entertainments, ranging from live comedy performance to rock bands. Coupled with this is a 7-foot video screen, DJ booth, and mocktail bar which serves non-alcoholic beverages. Additionally, La Salle Food Services provides a variety of conveniently located vending machines throughout campus. Contact the Food Services Department at 215/951-1388 for the hours of operation.

Bucks County Center

Vending machines are located in the Student Center at the Bucks County Center and provide a wide variety of snacks, light meals, and beverages for students.

Student Health Services

The La Salle University Student Health Center provides medical diagnosis and treatment of minor illnesses and injuries and is available to the student body for initial care, first aid, and health information. Located in the North Complex of the Residence Halls on Olney Avenue, directly across from the Hayman Center, it is open Monday through Friday during the day. There is always a qualified college health nurse practitioner available during office hours to provide primary care. After office hour emergencies are referred to one of two nearby emergency departments at Germantown Hospital or Albert Einstein Medical Center. Security or fire rescue will transport students to these hospitals. Students are financially responsible for emergency room visits. For more information, contact the Student Health Center at 215/951-1565.

Building Blocks: Child Development Center

Established on the main campus in 1973 by a group of La Salle faculty, students, and staff, Building Blocks is a privately incorporated day care center housed on La Salle's main campus. Serving the immediate La

Salle community and our neighbors beyond the campus, the center cares for some 50 children whose ages range from 18 months to 6 years. The trained professionals at Building Blocks also supervise work study students, volunteers, and students who fulfill certain course assignments through projects at the center. Interested parents can call 215/951-1573 for more information.

Security Services

The Security Office on the main campus is staffed 24 hours a day, seven days a week, providing security services, parking registration, shuttle bus/escort services, and help with cars. Students may obtain parking permits for the main campus anytime at the Security Office which is located in the Carriage House near the tennis courts on 20th Street. For general information, call 215-951-1300. For emergencies, call 215/951-1111.

Escort service is available at all times to walk students to their destinations on campus. Contact the Security Department at 215/951-1300.

Shuttle Bus Service

Shuttle bus service is also offered on the main campus starting in the Fall semester on Labor Day through the last day of final exams in the Spring semester. Two round trips are made every hour beginning at 7:25 a.m. and continuing to 2:00 a.m. the following morning. Schedules are available at the Safety and Security Department. The stops most used by graduate students along with their respective arrival times are:

	Arrival Times	
Good Shephard Lot	:07	:37
19th and Olney Avenue	:11	:41
Broad and Olney Avenue	:17	:47
St. Neuman Hall (South Campus Lot)	:25	:55

The Safety and Security Department is also available to assist with jump-starting batteries and other small emergencies. For general information, contact 215/951-1300. For emergencies dial 215/951-1111 or use the blue lights auto dialing emergency phones located throughout the campus.

Parking

On the main campus, the Security staff is responsible for traffic control on University property. All student vehicles must be registered at the main Security Office in order to have access to the University parking lots on the main campus. There are two parking lots available to students: the main lot on Olney Avenue

between Wister and 20th Street, and the south lot located off Lindley Avenue between Belfield and Ogontz Avenues. A Shuttle Service from these parking lots to the Main Campus area is available. There is a fee for parking on Main Campus parking lots.

There is no charge for students to park at the Bucks County Center in Newtown and the Good Shepherd Lot at Chew and Wister Streets, Philadelphia.

Identification Cards

All students are required to carry a valid La Salle ID card. This card is also the Library card. The Gold Card/ID Office issues photographs for ID cards. Dates and times for ID card photos will be announced at the beginning of each semester.

Having a Gold Card is a convenient way to make purchases on campus. If a student simply deposits funds into his account, the need to carry cash, checkbooks, or credit cards is eliminated. The student's University ID card will instantly access those funds on deposit. A personal Gold Card can be used at the Campus Store, The University Book Store, L-Stop Convenience Store, all food service areas, selected vending machines, photo copiers, selected laundry locations, basketball tickets, and Masque Theater Tickets. For more information, contact the Gold Card ID Office at 215/951-1LSU.

Snow Numbers

If classes must be canceled because of inclement weather, the following snow numbers will be announced on the radio:

Main Campus	2105
Bucks County Center, Newtown	2746

The student can also call the La Salle University Hotline at 215/951-1910 to find out about campus closings due to inclement weather.

Recreational Facilities

La Salle University invites students, faculty, and staff to utilize the recreational facilities available at Hayman Center and its adjacent facilities. Hayman Center offers the use of the following: a completely equipped Olympic-style weight room with free weights and Universal equipment, three 94' by 50' basketball floors, two regulation volleyball courts, a six-lane 25-yard pool with diving well, a squash court, and a training room with sauna. Adjacent to Hayman Center is the Belfield Tennis Complex with six tiered and lighted tennis courts. Across 20th Street, McCarthy Stadium features a football field surrounded by a 1/4 mile all weather track. There is also a fitness center on

the south campus which contains free weights, nautilus equipment, and cardiovascular machines. From time to time, facilities may be closed for athletic events. For more information, contact the Athletic Department at 215/951-1527.

Art Museum

The Art Museum at La Salle University opened its doors in 1976 as a cultural resource for the neighborhood surrounding the University and for La Salle students. Its art collection represents the only permanent display of paintings, drawings, and sculpture of the Western tradition offered by a college museum in the Philadelphia area. In addition to the paintings on permanent exhibit, the Museum has a collection of Master prints and drawings from the 19th and 20th centuries. Selections from these works, often supplemented by loans from other museums, make temporary exhibitions held four or five times a year. Some developing specializations include portrait prints, Japanese prints, Indian miniatures, and the Susan Dunleavy Collection of illustrated and finely printed Bibles. With these varied resources and the basic collection of paintings, the Museum's educational programs are increasingly interdisciplinary and supplement the humanities, social sciences, and other departments. The Museum offers a unique opportunity to experience the pleasures and insights of good art in an intimate space. The Museum is located on the lower level of Olney Hall. Admission is free. For more information, including arranging group tours, call 215/951-1221.

Graduate Programs



Master of Business Administration

Associate Dean

Joseph Y. Ugras, Ph.D., C.M.A.

Director, MBA Admissions

Kathleen A. Bagnell

Faculty

Professors: Barenbaum, Borkowski, Joglekar, Kerlin, Longo, McCarty, Miller, Robison, Schubert, Seltzer, Smither, Stickel

Associate Professors: Buch, George, Grady, Kennedy, Leaby, Meisel, Mshomba, Paulin, Reardon, Rhoda, Talaga, Tavana, Ugras, Van Buskirk, Walsh, Welsh

Assistant Professors: Ambrose, Bean, Brazina, Cairo, Cogan, Culp, Fitzgerald, Javie, Jones, Massimini, McFarland, Ratkus, Szabat, Zook

Lecturers: Alexander, Barton, Beck, Brodsky, Bruce, Connor, De Stephanis, D'Orazio, Dickinson, Gembala, Goodwin, Hopkins, Horan, Hunter, Jaszczak, Kelly, Kochanski, Lang, MacLeod, Massarro, McAleer, Morsell, Newton, Nucera, Sable, Schott, Schuman, Snook, Thorpe, von Allmen, West

Description of Program

La Salle University provides an innovative Master of Business Administration Program that enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their current careers and future life goals. It is a program where experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge.

Traditional MBA programs teach students how to manage “things” more than educating how to lead. The new approach to teaching business professionals is to help students learn how to use the informational tools available to them and develop the kinds of people-oriented skills that prepare them for success as leaders in an expanding global business environment. This new approach makes for a more effective educational experience for part-time working professionals. And the School of Business Administration and the MBA Program are accredited by one of higher education's most prestigious accrediting bodies — AACSB: The International Association of Management Education

La Salle understands the lifestyles of its MBA students and is committed to making sure it is as easy as possible to register for courses, meet with a professor before class, or take a semester off, if necessary. The MBA is offered at four convenient locations: at the Main Campus in northwest Philadelphia; at Delaware Valley College in Doylestown, Bucks County; at the La Salle Bucks County Center in Newtown; and at Albright College in Reading, Berks County.

It's important that motivation be augmented with real business know-how. La Salle's MBA faculty challenge students to maximize their “natural” resources for success. The faculty in the MBA Program stress the interaction of theoretical knowledge with practical experience and shared ideas. The faculty also invest their time wisely in developing new knowledge in their fields through individual and team research — some of which includes students as assistants. The part-time nature of our program brings students in direct contact with other business professionals, creating a classroom experience

that blends current business theory with practical, hands-on instruction. Our professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

Admission Requirements

The Admission Committee of the MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The structure of the program lends itself to those students with or without an undergraduate degree in business administration.

Before an applicant will be evaluated, applicants must submit the following information:

- Application Form
- Application Fee
- Official Transcripts
- Graduate Management Admission Test
- Professional Resume

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; however, it does adhere to the accreditation standards established by AACSB: The International Association of Management Education.

La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, disability, sexual orientation, veteran status, or marital status. Admission is based solely upon an applicant's qualifications.

APPLICATION DEADLINES

Although there are no formal application deadlines, we recommend that all information necessary be received by the MBA office by August 15th, December 15th, and April 15th for the Fall, Spring, and Summer terms, respectively. Under special circumstances, students may be admitted up to the first day of class of each term. International student applications should be complete at least two

months prior to the dates listed above. Please contact the MBA office if you have any questions.

NON-DEGREE ADMISSION

Prospective students may apply for non-degree admission without previously taking the GMAT examination. A limited number of students with at least a cumulative undergraduate GPA of greater than 3.0 may be admitted into the program without the GMAT examination test scores. To qualify for non-degree acceptance, a student must have a distinguished undergraduate background and, upon non-degree acceptance, will be required to take the examination in their first term in the MBA program. Upon successful completion of the GMAT, students are eligible for degree status and will be notified by the MBA office at that time.

TRANSFER CREDIT

An applicant may request the transfer of graduate credit(s) earned at another institution. Each request will be evaluated on its own merits but must be a grade of "B" or better. No more than six hours of graduate credit in the Core, Specialization, and Executive Perspectives areas of the program will be accepted for transfer purposes.

MSN-MBA DUAL DEGREE PROGRAM

Students interested in obtaining an M.S. degree in Nursing and an MBA degree may do so through this dual-degree option. Students must complete the admission process for each program individually and be admitted to each program. For more information, interested students should contact the School of Nursing at 215/951-1430.

The Application for Admission may be obtained by contacting:

Kathleen A. Bagnell
La Salle University
Philadelphia, PA 19141
215/951-1057
Fax: 215/951-1886
E-mail: mba@lasalle.edu

Tuition and Fees 1999-2000

Application Fee	\$30
Tuition (per credit)	\$537
Registration Fee (per semester).....	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50
Graduation Fee	\$50

* Students registering for 8 or more credits pay \$40.

Tuition Assistance

Full-time students may be appointed as graduate assistants. Such assistants normally work with a professor on a current research project or with one of the graduate business centers on campus for 10 hours per week.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

The MBA Curriculum

Students must complete between 33 and 48 credits (plus any or all of the Basic Skills courses) to complete the MBA degree at La Salle University. The total number of credits to fulfill the requirements of the MBA degree depends upon the student's academic and professional background.

Basic Skills

In order to succeed in business, individuals must first possess three basic skills: communication, computer, and quantitative abilities. Since La Salle's MBA program attracts individuals with a wide variety of academic backgrounds and professional experiences, the following three courses (1 credit each) may be required:

MBA 501	The Executive Communicator: Presentation Module
MBA 502	Computer Literacy for the Contemporary Business Environment
MBA 503	Mathematical Methods Module

Foundation

The purpose of the Foundation area of this program is to provide students with a functional knowledge of business theory in the context of decision making and leadership skills. The following five courses (three credits each) are required but may be waived based on a student's academic and professional background.

MBA 610	Business Economics
MBA 615	Financial Accounting: A Customer Focus
MBA 620	Statistical Thinking for Managers
MBA 625	Effective and Efficient Management of Operations
MBA 630	Financial Markets

The Core

The following three courses (three credits each) provide students with practical applications for business leaders in the areas of marketing, accounting, and financial management. Applying our analytical, problem-solving approach to business education, the courses in this area ensure comprehensiveness in the program of studies, expose the student to these areas at a more sophisticated level than most traditional MBA programs, and supply a conceptual framework for the analysis of management decision making.

MBA 690	Creating Customers Through Effective Marketing Management
MBA 691	Managerial Accounting for Decision Making, Planning and Control
MBA 692	Financial Management

Specialization

Students electing a specialization are required to complete three 700-level courses in one of the following areas plus one three credit elective course in the 700-level. Not all specializations are offered at all locations. Specialization offerings are determined by student interest at each location. Students should contact the MBA office for more information as to what is offered at each location.

Accounting
 Finance
 General Business Administration
 Health Care Administration
 Human Resource Management
 International Business
 Management
 Management Information Systems
 Marketing

Executive Perspectives

The following three courses (three credits each) provide students with a greater understanding of what it means to lead ideas and people in an organization. Topics include assessing and developing one's leadership skills, learning how to use technology for managing the vast array of information sources available, making appropriate decisions, and understanding how the financial outlook of an organization might be effected by such decisions.

MBA 810	Self-Assessment for Leadership
MBA 820	Information Technology for Decision Making
MBA 830	Financial Statement Analysis

Integrative Capstone

The following two-course sequence (three credits each) is taken the final year of the program. These two courses are completed as a cohort group of students and provide the opportunity to integrate what has been learned in the core, specialization, and executive perspective areas while adding a global perspective and the ethical dimension necessary to succeed in the global business arena.

MBA 901	Competing in a Global Market: Analysis of the Business Environment
MBA 902	Competing in a Global Market: Analysis and Implementation of Strategy

Course Descriptions

Basic Skills

MBA 501

The Executive Communicator: Presentation Module (1 credit)

This course module focuses on the skills needed to link oral communication with the ability to work effectively in the executive environment. This work is based on the understanding that content and effective presentation of material are equally important in developing effective communication. Active participation through oral presentations on current business topics are required. Students will use a variety of presentation technologies.

MBA 502

Computer Literacy for the Contemporary Business Environment (1 credit)

This course module focuses on the skills needed to use information technology and computing applications in the business environment. There will be special emphasis on the use of a graphical user interface, packaged software and their applications, and the navigation of the world wide web and the Internet.

MBA 503

Mathematical Methods Module (1 credit)

This course module reviews the basic mathematical concepts and techniques necessary for the business environment, with an emphasis on problem solving and critical analytical thinking. Topics in the module include linear and non-linear equations and systems, elementary concepts of counting and probability, and business applications of differential calculus. Students will use appropriate technology in a multi-modal approach to these topics.

Foundation

MBA 610

Business Economics

This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision makers behave and interact in markets, and how their interaction governs the allocation of resources and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision makers, particularly households, firms and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

MBA 615

Financial Accounting: A Customer Focus

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

MBA 620

Statistical Thinking for Managers

This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn: how to gather data usefully, how to summarize data into understandable form, how to use probability ideas in understanding data, how to infer and predict based on the always-limited available data, and how to use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.

Prerequisites: MBA 502, MBA 503

MBA 625**Effective and Efficient Management of Operations**

An introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. Focuses on quantitative techniques for problem solving and decision making in a variety of strategic and tactical areas of operations management, including Total Quality Management, Product Mix, Process Design, Materials Requirement Planning, Inventory Control, and Project Management.

Prerequisite: MBA 620

MBA 630**Financial Markets**

This course will serve as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

The Core

MBA 690**Creating Customers Through Effective Marketing Management**

Shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Course topics include: (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion and distribution; (4) marketing strategy and planning.

Prerequisites: MBA 501

MBA 691**Managerial Accounting for Decision Making Planning and Control**

This course focuses on the firm's management accounting system as its primary information system. The course examines the problems of cost measurement, planning, coordination, control, and incentives. The course explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. During the course the students will be utilizing computer software to solve managerial accounting problems and cases.

Prerequisites: MBA 502, MBA 615

MBA 692**Financial Performance: Control and Measurement**

This is a survey course focusing on how managers can construct a decision making process which maximizes the value of the firm. As the majority of financial decision require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints

of an uncertain future. Outside readings, case studies and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of a electronic spreadsheet is needed for homework assignments and case analysis.

Prerequisites: MBA 502, MBA 503, MBA 615, MBA 630

Executive Perspectives

MBA 810**Self-Assessment for Leadership**

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop, and reports on efforts to develop those skills.

MBA 820**Information Technology for Decision Making**

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include: IT Concepts and Architecture, Strategic Information Systems and IT for Business Reengineering, Total Quality Management, Computer Hardware and Software, Human Computer Communication, Data and Data Management, Data Communication and Network Architecture, The Corporate Information Architecture, Information Systems Planning, Information Systems Analysis and Design, Supporting Communication and Collaborative Work, Supporting the Managers and Decision Making, Intelligent Support Systems, Innovative Functional Systems, Organizing Information Resources, Control and Security of Information Systems, and Impact of IT on Organizations, Individuals, and Society.

Prerequisite: Completion of all 500 level courses

MBA 830**Financial Statement Analysis**

This course integrates the areas of Finance and Accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision making situations such as stock price evaluation and loan approvals. This is accomplished through a body of knowledge developed by research in accounting, finance, and economics. This course may satisfy either one of the accounting or finance specialization requirements.

Prerequisites: MBA 690, MBA 691, MBA 692

Integrative Capstone

MBA 901**Competing in a Global Market I:****Analysis of the Business Environment**

This integrated course presents a conceptual framework for analyzing the global business environment. In this course, the students will be analyzing the economic, social, cultural and political factors affecting the organization's ability to compete domestically and internationally. In the course, the legal and ethical environment of the business will be examined and a framework for socially responsible decision-making will be constructed.

Prerequisites: Completion of Foundation and Core courses, taken as a cohort with MBA 902 during last year of study

MBA 902**Competing in a Global Market II:****Analysis and Implementation of Strategy**

Develops the strategic analysis skills and applies the tools and skills learned in other required courses to analyze and solve strategic problems in a global marketplace. The course deals with industry analysis as well as understanding of the global market and the competition. The students are prepared to think and act strategically as leaders in domestic and global marketplaces.

Prerequisites: Completion of Foundation and Core courses, taken as a cohort with MBA 901 during last year of study

Accounting

ACC 704**Problems in Financial Reporting/Intermediate Theory**

This course emphasizes the perspective of preparers of financial statements covering financial statement preparation with an emphasis on the areas of financial accounting that are problematic including revenue recognition, expense allocation, inventories, post-employment benefits, leases, and stock options.

Prerequisite: MBA 615

ACC 706**Advanced Financial Accounting**

An examination of special topics in accounting theory, including: acquisitions, mergers; preparation of consolidated financial statements; partnerships; foreign operations; special sales procedures; fiduciaries.

Prerequisite: ACC 704

ACC 734**Accounting for Managerial Decision Making**

Advanced managerial accounting, focusing, on commonly used accounting methods and techniques used in making business decisions. Among topics covered are measurements of divisional performance, revenue and pricing decisions, production decisions, decisions concerning resource levels, and capital budgeting, decisions. Students, on both an individual and group basis, work with complex problems and cases.

Prerequisite: MBA 691

ACC 760**Advanced Accounting Problems**

Study of advanced material related to topics with which the student has had previous experience and to areas with which there has been no previous exposure. Independent study and research are expectations of this course.

Prerequisite: ACC 704 or equivalent

ACC 761**Income Taxes**

Study of basic principles of federal taxation of individuals, partnerships, corporations, estates and trusts; fundamentals of Pennsylvania corporate taxation and personal income taxation, and Philadelphia taxation of business.

Prerequisite: ACC 704

ACC 772**Auditing**

A conceptual study of the audit process with applied aspects of the discipline. Relates and compares the role and responsibility of management to that of the independent certified public accountant. Presents generally accepted auditing standards, basic audit methodology, and procedures with emphasis on the study and evaluation of internal control. Culminates with an in-depth analysis of the auditor's opinion.

Prerequisite: ACC 704 or equivalent.

ACC 780**Applied Research in Business**

An unusual opportunity to integrate the student's academic work with professional employment. The student prepares a research project involving some aspect of his employer's management activities. The independent study option requires approval of the employer and supervision of the professor.

Prerequisite: Approval of advisor

ACC 782**Accounting Seminar**

Directed research in selected accounting topics of current interest and of nature requiring one or more reports of the results of individual's research and study.

Prerequisite: ACC 704 or equivalent

Business Administration

BUS 715**Project Management for****Information Technology and Systems**

Concepts, principles and practices of project management in information technology and systems. Integrates the pertinent organization structure and behavior with project management issues. Covers the project management life cycle. Includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Case studies and implementation using appropriate project management software.

Cross-listed with CIS 615.

Prerequisites: MBA 620 and MBA 820

BUS 776**Law for the Business Manager**

An intensive exploration of the law affecting contracts, sales, and commercial paper within the context of management decision making. Designed to fill the needs of students who have had no previous exposure to law courses by amplifying the students' legal knowledge and legal reasoning.

Economics**ECN 722****International Economics**

This course covers: models of international trade; instruments of trade policy and their impact on prices, consumption, production, and government revenue; international monetary transactions; and monetary and fiscal policies in an open economy. It also analyzes the nature and scope of economic integration, multinational corporations, international institutions and agreements, and trade in developing countries.

Prerequisite: MBA 610

Finance**FIN 735****Short-term Financial Planning and Working Capital Management**

An in-depth study of short-term financial planning; accounts receivable management; inventory management; liquidity management; the efficient use of cash and the firm's management of its concentration-banking system. Descriptive materials and the use of quantitative techniques such as linear programming, goal programming, simulation, and multivariate analysis are examined. Prewritten computer programs aid in preparing solutions to case studies.

Prerequisite: MBA 692

FIN 746**Principles of Risk and Insurance**

An analysis of the underlying theoretical and practical principles of insurance. Capital budgeting techniques and utility analysis will be applied to decisions regarding the various tools available in risk management. Examines legal, regulatory, organizational form and financial management issues in insurance from both a firm and an industry perspective. Business insurance and employee benefits are also covered with detailed discussions of liability, workers compensation, group life and health and pension plans.

Prerequisite: MBA 692

FIN 748**Managing Financial Services Organizations**

An examination of the general nature of the financial system and the role that financial institutions play in it. The flow of funds in financial markets and the dynamics of interest rate level and structure determination are discussed within the context of how financial institutions affect and are affected by them. An overview of the financial management of major financial institutions, especially banks, thrifts, insurance companies, and pension funds, is highlighted with case study analyses and discussions.

Prerequisite: MBA 692

FIN 764**Portfolio Management**

Focuses on current practice and recent theoretical developments. Deals with characteristics of individual securities and portfolios; criteria and models for alternative portfolio composition; criteria for evaluation and measurement of performance; impact of government regulation. Evaluation of current theory, its significance for financial management decision making and consideration of relevant empirical evidence are covered.

Prerequisite: MBA 692

FIN 765**International Finance**

An overview of current financial theory and practice as it applies to the multinational enterprise. Topics include foreign exchange markets and forecasting, foreign exchange risk Management, the international debt crisis, multinational working capital management, and capital budgeting. Eurocurrencies and foreign security markets are also discussed.

Prerequisite: MBA 692

FIN 766**Public Financial Management**

This course focuses on the problems faced in the financial arena by the public sector. Particular emphasis is placed on: the macro-financial issues facing state and local governments, including discussion of their growing importance in the economy, and their fiscal health — the effects of regional population shifts; and hands-on problems faced by the financial manager in the public enterprise, including budgeting, financial accountability, and expenditure analysis.

Prerequisite: MBA 692

FIN 767**Mergers and Acquisitions**

An analysis of the acquisition by one firm of all or some of the assets of another firm and its impact on both the companies involved and on society. Topics include a discussion of the types of combinations, the motivations of the participants, the financial analysis required to carry out merger or acquisition activities, negotiation strategies, and the tax and accounting options that are available to the parties.

Prerequisite: MBA 692

FIN 774**Speculative Markets**

This course introduces the student to the world of speculative markets. Toward this end, students will study the key issues in options and futures pricing and learn how to employ these assets to maximize investor utility. An examination of controversial issues in this area will be conducted. Students will write a research note on an important issue in the speculative markets field.

Prerequisite: MBA 692

FIN 776**Employee Benefit Planning**

An analytical study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance as well as a more in-depth examination of group life, health, disability, and qualified and

non-qualified retirement plans. Emphasis is on benefit plan design and administration, cost, funding, and regulation as viewed from a benefits manager's financial perspective.

Prerequisite: MBA 692

FIN 780

Applied Research in Business

(See ACC 780 for general description.)

FIN 784

Selected Topics in Finance

Analysis of current issues in financial theory and practice. Topical coverage will vary from term to term.

Prerequisite: MBA 692

Health Care Administration

HCA 731

Health Care Organization and Management

Analysis of the health care system in the U.S., with specific emphasis on the impact of financial, regulatory, human resource, and technological variables upon the delivery of health care. The managerial function within health care institutions is examined in relation to organizational and system components.

HCA 770

Ambulatory Care Management

This course examines the organizational, legal, and financial management issues which influence ambulatory care management. Issues related to practice management, physician contracting, utilization review and quality assurance are examined in the ambulatory care environment.

Prerequisites: MBA 630, MBA 691

HCA 771

Long Term Care Administration

Analysis of the various methods of providing long term care services to the aged including community based services, home health, continuing care communities, nursing homes, and mental health services. Operational issues related to financing, marketing, quality assurance, and strategic planning for long term care services are examined in this course.

Prerequisites: MBA 630, MBA 691

HCA 772

Marketing for the Health Care Organization

Examines health care marketing as a viable mechanism for meeting consumer need and service demand. Design, promotion, and evaluation of various marketing strategies are considered in relation to professional, governmental, and consumer response to marketing strategies.

HCA 775

Financial Management of Health Care Institutions

Provides administrators with a thorough understanding of financial management as it pertains to a health care environment. Examines the budgeting and financial planning process as a system for management and control at various administrative levels within health care institutions. Cost finding techniques, reimbursement and rate setting, and financial reporting are explored.

Prerequisites: MBA 630, MBA 691

HCA 776

Managed Care

Organizational, financial, and management issues which influence the operation of various managed care products are analyzed. Topics related to relationships with regulatory agencies, finance and underwriting, medical group management, and market segmentation are discussed.

Prerequisites: MBA 630, MBA 691

HCA 780

Applied Research in Business

(See ACC 780 for general description.)

HCA 794

Legal and Regulatory Environment of Health Care

Introduction to law and legal process as it relates to health institutions. Specific focus on the liability of the administrator in relation to the governing board, medical staff, and patient. Impact of federal and state regulations, risk management, and patient rights legislation are addressed.

Prerequisite: HCA 731

Management

MGT 728

Management in the Public Sector

Application of management theories to the operation of organizations in the public sector. Stresses the difference in management between private and public sector organizations, while covering such topics as bureaucracy in the political system, accountability and responsibility, public personnel administration, and the budgeting process.

MGT 730

Management of Nonprofit Organizations

An examination of management principles and practice for nonprofit organizations. Consideration of leadership in a nonprofit environment, motivation of staff and volunteers, role of the founder and the board, types and structures of nonprofit organizations.

MGT 734

Total Quality Management: Tools and Methods

An introduction to the tools and methods of Total Quality Management (TQM) for process control and improvement, key to understanding the theories and principles of TQM. Topics include describing, summarizing, and graphing process control data; constructing control charts; performing process capability studies; and analyzing quality cost data. Students are expected to utilize computer software and analyze case studies in teams.

Prerequisite: MBA 620

MGT 735

Total Quality Management: Concepts and Philosophies

An introduction to the concepts and philosophies of Total Quality Management (TQM) with emphasis on the three cornerstones of TQM: Teamwork, Customer Feedback, and Fact-Based Decision-Making. Students are introduced to Deming's 14 points as well as the salient points of Crosby, Juran, Taguchi, and Peters. Data from the PIMS database will illustrate the value of quality. Students will learn to work in quality-improvement teams to define, measure, and improve quality. Special emphasis will be given to quality in the service industry. TQM concepts and philosophies are applied to real-life business situations.

Prerequisite: MBA 810

MGT 736**Organizational Analysis**

An examination of the nature and types of large, complex, formal organizations. Focus on the organization as a whole. Exploration of theories of organizational design, environment, climate, and change to aid in the understanding of organizational structures and processes. In-depth analysis of an organization as a term project.

Prerequisite: MBA 810

MGT 739**Managing Cultural Diversity in the Workplace**

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations; explore the challenges that managing cultural diversity presents to organizations and individuals associated with them; gain awareness of the issues related to ethnocentrism, racism, sexism, and ageism; develop an understanding and appreciation for people from Hispanic and Asian cultures; discuss current techniques used in cultural analysis, and read and evaluate research in the field of cultural diversity.

Prerequisite: MBA 810

MGT 741**Organizational Development and the Consulting Process**

Provides practicing and potential managers and consultants with an exposure to organizational change programs. It focuses upon the change process by addressing organizational diagnosis, implementation of change, and the evaluation process.

Prerequisite: MBA 810

MGT 742**Organizational Communication**

Study of organizational communication theories and applications, including: issues of organizational climate, the information environment, public communication, and strategies for the development of appropriate communication systems. Class will include student analysis of specific workplace communication networks.

Prerequisite: MBA 810

MGT 743**Entrepreneurship**

Fundamental capitalism studied from its basic unit of new business formation. Special challenges in sensing opportunity, risk evaluation and control, pressure vs. gratification, professional and personal support systems, confidence and judgment, are studied in cases and lectures. Basic capital formation and deployment, growth planning, and self-employed career development are emphasized in a management context.

Prerequisite: MBA 630

MGT 745**International Management**

Considers identification, development, and exploitation of business prospects across frontiers. Importing, exporting, investment, and operations management integrated with issues of sovereignty, culture, treaties, politics, and finance. Heavy case emphasis, lectures, and team projects cover unique methods, opportunities, and challenges in world trade.

Prerequisite: MBA 630

MGT 752**Managerial Skills Laboratory**

Self-assessment and improvement of those skills critical to an effective manager through active participation in classroom activities and interaction of specific techniques that can be learned and practiced in the laboratory setting, then used in the work situation.

Prerequisite: Permission of the Professor

MGT 760**Human Resource Administration**

A survey course designed to acquaint the student, through readings and cases, with the nature of basic human resource functions/activities: equal employment opportunity and affirmative action, human resource planning, staffing, training/development, performance appraisal, compensation/benefits, safety/health, collective bargaining/arbitration, discipline systems, and human resource policies. Focus is on both the line manager's and the human resource professional's role in effectively carrying out daily human resource duties and responsibilities. Special emphasis is given to management decision making concerning complex employee relations problems.

Prerequisite: MBA 810

MGT 761**Employment Legislation**

Federal and state statutes influencing or controlling management's options in handling problems of EEO, employee benefits, and insurance, OSHA and workman's compensation, and wages and hours.

Prerequisite: MBA 810

MGT 762**Collective Bargaining**

A study of the collective bargaining process and the administration of the resulting trade agreement within the statutory constraints established by government in the public and private sectors.

Prerequisite: MBA 810

MGT 763**The Arbitration Process**

The arbitration process from grievance application to arbitral disposition. Special attention to managerial decision making and its effects on the arbitration process; legal constraints affecting this process. Topics include: history and scope, procedures and techniques, and substantive issues such as management rights, seniority, discharge and discipline, employee benefits and remedies. Discussion of actual arbitration cases; filmed hearings. Practical methods of resolving disputes before reaching the arbitration stage.

Prerequisite: MBA 810

MGT 764**Power and Influence**

This course is designed to provide a realistic understanding of individual and organizational power issues. It will help you to use this understanding to produce constructive outcomes for you and your organization. The theories will help you make sense of personal and organizational experience and will provide additional insight into your power orientation and influence strategies. The course will be organized around lectures, discussion, and experiential learning.

MGT 768**Topics in Human Resource Management**

Examines selected advanced areas in human resource management. Specific topics are considered in-depth and vary from term to term.

Prerequisite: MBA 810

MGT 769**Human Resource Development**

Readings, discussion, and case analysis to develop a theoretical base and working tools for developing human resources. Topics include informal and formal performance evaluations, diagnosing performance problems, employee training, management development, career development, and the use of various training and development activities such as coaching and counseling.

Prerequisite: MBA 810

MGT 780**Applied Research in Business**

(See ACC 780 for general description.)

MGT 786**Management Seminar**

Each student conducts an independent study of a selected management problem within the context of the overall seminar topic, such as quality of worklife, organizational decision making, etc. Requires use of management tools and concepts developed in previous management courses. Focus is on providing an integrating experience.

Management Information Systems

MIS 700**Business Applications Programming**

This course explores a problem solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving typical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, implementation of it using selected programming languages, and documentation of such a programming project. Two procedural languages, BASIC and COBAL, will be employed in parallel as implementation vehicles. Students will explore the object-oriented programming paradigm and learn to program in Visual Basic for developing applications in the Graphical User Interface (GUI) environment. Finally, principles of Web page design and programming in HTML (HyperText Markup Language) will be studied.

Prerequisite: MBA 820

MIS 705**Management of Information Technology**

The purpose of this course is to provide students with an understanding of the critical role that information technology (IT) plays in today's organizations and society, and to help them appreciate the speed and the magnitude of change in information technology. There are two main components of this course: (1) historical perspective on the strategic role of IT; and (2) the structures, issues, and trends in the contemporary IT industry focusing on communication, telecommunication and connectivity, hardware and software trends, electronic commerce, National Information Infrastructure (NII) and information highway, the role of government and other constituencies influencing the future of IT, and the role of Chief Information Officer (CIO).

Prerequisite: MBA 820

MIS 710**Information Systems Analysis and Design**

This course is about structured analysis and design methodology for systems development using Computer Aided Software Engineering (CASE). Students become familiar with data and process specification techniques such as Entity Relationship Diagrams, Data Structure Diagrams, Physical and Logical Data Flow Diagrams, and Data Dictionary by working on a systems development project within an interdisciplinary group.

Prerequisite: MBA 820

MIS 715**Decision Support and Expert Systems**

This course is about the manager's responsibilities for problem solving and decision making, and about those areas in which computers can be used as tools to gain the insight needed to support selection of decision alternatives. The systems covered in this course go beyond traditional file and information manipulation programs. Interactive Financial Planning Systems (IFPS), EXPERT Choice, and EXSYS are utilized in a hands-on environment to develop "goal-seeking" and "what-if" simulation models to complement analytic decision making frameworks.

Prerequisite: MBA 820

MIS 725**Database Management**

This course focuses on data management in organizations, and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include conceptual data modeling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems, and database administration.

Prerequisite: MIS 710

MIS 780**Applied Research in Business**

(see ACC 780 for general description)

Marketing

MKT 730**Marketing Research**

Research design, measurement and scaling, sampling, data collection, and data analysis from a marketing point of view. Application of research techniques to specific marketing decision areas.

Prerequisites: MBA 503, MBA 620, MBA 690

MKT 732**Consumer Behavior**

Examines the social, cultural, psychological, and economic influences on consumer behavior. Applications of behavioral science principles to the development of marketing strategies.

Prerequisite: MBA 690

MKT 734**Advertising and Promotion Management**

The study and practical application of the analysis, planning, control, and decision making activities involved in the promotional process. Topics include: objective setting, budgeting, persuasion and attitude change, copy and media decisions, sales promotion programs, and the evaluation of marketing effectiveness.

Prerequisite: MBA 690

MKT 738**Selected Topics in Marketing**

Topics covered are considered in depth and vary from term to term. They include sales management, new product development, and sales forecasting.

Prerequisite: MBA 690

MKT 739**International Marketing**

A managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing.

Prerequisite: MBA 690

MKT 780**Applied Research in Business**

(See ACC 780 for general description.)

MKT 788**Marketing Seminar**

Critical evaluation of recent developments and issues in the marketing field. Preparation of a research paper integrating a variety of previously developed conceptual tools and strategies. Seminar topics vary and are announced each term. Topics include: advertising, decision making, marketing research, and application of management science in marketing.

Prerequisite: MBA 690

Master of Arts in Bilingual/Bicultural Studies (Caribbean Spanish)

Director

Lawrence Ziegler-Otero

Lecturers: Blanco, Gross-Alvarez, Herrera, Irizarry, Navarro, Pérez, Rodríguez

Faculty

Associate Professors: Allen, Angerosa, Fair, Morocco, Ryan Trovato

Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time degree program (evenings, Saturdays, and late spring) for educators and other professionals who work with the ever growing Latino population of the Philadelphia area and the nation. The program is designed to provide extensive bilingual and bicultural instruction for police officers, nurses, hospital employees, social workers, court employees, human resources professionals, etc.

The program is flexible and may be tailored to fit the needs and interests of individual students. **The language component is individualized, and students are encouraged to apply regardless of their current proficiency level in the Spanish language.**

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Acceptable scores in the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center at La Salle University.
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:

Lawrence Ziegler-Otero, Director
Bilingual/Bicultural Studies
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1561
Fax: 215/951-1855
E-mail: biling@lasalle.edu

Tuition and Fees 1999-2000

Application Fee.....	\$30
Tuition (per credit)	\$402
Registration Fee (per semester).....	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50

* Students registering for 8 or more credits pay \$40.

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of Bilingual/Bicultural Studies for more details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

Core Course Requirements

A minimum of 30 credits is required for the degree.

Degree candidates may begin the program with BLS 500 Urban Spanish I or BLS 501 Urban Spanish II.

All degree candidates are required to complete certain courses in Spanish language.

Advanced language students are required to complete:
BLS 505 Language and Culture of Puerto Rico I
BLS 506 Language and Culture of Puerto Rico II
One other course in Caribbean Literature

Students who are not advanced Spanish language must complete the series of five Urban Spanish Courses:
BLS 500, 501, 502, 503, and 504

All students must matriculate in BLS 600 Dynamics of Cross-Cultural Communication.

All degree candidates must complete BLS 651 Master's Project.

All degree candidates must complete the Spring Immersion Session. This 9-credit, 5-week program in May and June (which may be divided over several years if necessary) includes intensive language training and field experience in the Latino communities of the region.

In order to complete the degree, all candidates must complete a capstone Master's Project which may take the form of a thesis.

Course Descriptions

BLS 500 Urban Spanish 1

BLS 501 Urban Spanish 2

BLS 502 Urban Spanish 3

(Spring Immersion Program)

BLS 503 Urban Spanish 4

BLS 504 Urban Spanish 5

These courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Caribbean Spanish, especially that of Puerto Rico. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Instructors and others from the Latino community will develop new materials for the teaching of these courses. Tests evaluate oral and written competency of the candidate at each level.

BLS 505

Language and Culture of Puerto Rico I

This course is for advanced students of Spanish who need development in understanding the spoken and written language of Puerto Rico. Special attention is given to colloquial expressions of the Caribbean. Reading materials in this course not only represent special linguistic characteristics of Puerto Rico, but also reflect the cultural roots and values of the Puerto Rican community in urban mainland settings. (In Spanish)

BLS 506

Language and Culture of Puerto Rico II

This is an intensive language course for advanced Spanish students. Emphasis is placed upon group work in which students gain practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals. This course forms part of the Immersion Program and meets four times a week for five weeks in May-June period. (In Spanish)

BLS 508

Workshops and Symposia

(Spring Immersion Program)

Offered during the five-week Immersion Program (May-June), this course of study consists of a series of symposia and practical workshops taught by specialists chosen from bilingual schools, medical agencies, law enforcement facilities, and social agencies.

BLS 520

Field Experience in the Latino Community

(Spring Immersion Program)

During the Spring Immersion Program, each student will be placed in a field experience in the Latino Community directly related to his or her profession; that is, teachers will assist in bilingual schools, police in districts in bilingual neighborhoods, and social workers in social agencies dealing with Latinos.

BLS 600

Dynamics of Cross-Cultural Communication

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication.

BLS 601

Techniques of Teaching English to Speakers of Other Languages

Analysis of various methodologies used in teaching English as a second language. Emphasis upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar. Attention given to affective techniques in second language learning.

BLS 602

History of the Americas

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis on such topics as Puerto Rico's special relationship with the United States, Latino immigrants in the United States and their special problems, Cuban exiles, and the historical relationship between Latino and Anglo communities.

BLS 603

Caribbean Literature

This course is designed to familiarize the student with the problems of the Caribbean individual as seen through major literary works. Students read novels, short stories, essays, and poetry of such writers as Julia de Burgos, Gonzalez, Soto, Figueroa, Diaz Valcarcel, Marques, and Luis Rafael Sanchez. Emphasis is given to a cultural, sociological approach as well as a literary one in order to understand better the problems of the Caribbean individual and his or her perception of society. (In Spanish)

BLS 604

Cultural Pluralism and Problems of Minority Groups in the U.S.A.

Emphasizing Latinos but also focusing in general on race, ethnicity, language, cultural and social stratification, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605**Curriculum and Development of Bilingual Programs**

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

BLS 607**Art of Puerto Rico**

This course traces the history of art in Puerto Rico, emphasizing the major influences on its evolution. Taino, Spanish, and African contributions to art in Puerto Rico will be explored in detail. (In Spanish)

BLS 620**Independent Study**

Independent study in Caribbean history, language, or literature must be approved by the Director of the program.

BLS 635**Myths and Legends****in Caribbean and Latin American Literature**

This course explores mythic patterns and archetypes in Caribbean and Latin American Literature. Readings include works by such prominent figures as Luis Rafael Sanchez, Alejo Carpentier, Juan Rolfo, Miguel Angel Asturias, Gabriel García Márquez, and others. In addition, there will be supplementary readings from the work of Carl Jung, Joseph Campbell, and other theorists on myth. (In Spanish)

BLS 651**Master's Project**

A supervised, individual project related to the student's field work in the Latino community. The project is the capstone experience of all members of the M.A. program.

BLS 674**U.S. Latino/Latina Writers**

This course will explore the literature (drama, essay, novel, poetry, short story) of representative contemporary Latino/Latina authors of the United States. Art, music, and performance art included. Attention to cultural determinants and to historical and sociopolitical contexts. Guest artists/speakers. (In Spanish)

Special Topics

As interest dictates, special courses may be introduced into the curriculum, treating specialized areas of study in bilingual/bicultural issues. In the past, these courses have included such topics as Techniques of Teaching English to Speakers of Other Languages (Reading and Writing Skills), Latinos and Mental Health, Latinos and Urban Economies, Special Programs in Teaching English to Speakers of Other Languages, Special Topics in Caribbean Literature, an advanced course in Spanish Grammar and Syntax, and Language and Prejudice.

Master of Arts in Central and Eastern European Studies

Director

L. D. Rudnytzky, Ph.D.

Acting Director/1999-2000

Bernhardt Blumenthal, Ph.D.

Faculty

Professors: Blumenthal, Clabaugh, Perfecky, Rudnytzky (emeritus)

Associate Professor: Mshomba

Assistant Professor: Cairo

Lecturers: Rayca, Turzanski

Description of Program

The graduate program in Central and Eastern European Studies provides students with a forum to explore emerging trends, events, and international relationships in Central and Eastern European nations based on those nations' roots in language and culture, with specific emphasis on the impact of a reunited Germany on former Soviet block nations. The program is designed for students who wish to pursue careers in international trade and commerce, geopolitics, teaching, journalism and other related fields, or to prepare themselves for doctoral studies.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education, or the completion of four semesters at a foreign university.
2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and qualifications for enrolling in this program.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center. In lieu of the above, foreign students must present an acceptable TOEFL score.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:

Dr. Bernhardt Blumenthal, Acting Director
Central and Eastern European Studies
La Salle University
Philadelphia, PA 19141
215/951-1200
Fax: 215/951-1488
E-mail: cees@lasalle.edu

Tuition and Fees 1999-2000

Application Fee	\$30
Tuition (per credit)	\$495
Registration Fee (per semester).....	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50

* Students registering for 8 or more credits pay \$40.

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the program for more details.

Information about financial aid and application forms for financial aid may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

Required for Degree

1. Proficiency in one Central or Eastern European language
2. Central and Eastern European Cultures course
3. Introduction to Economics course (Note: The Advanced Economics course has the introductory course as a prerequisite)
4. Capstone Seminar
5. Completion of 30 credit hours (up to 6 semester credit hours may be transferred from another institution)

Course Descriptions

(All courses listed are 3 credits each)

CES 610

Introduction to Economics: Central and Eastern Europe

The course will offer an overview of diverse economic systems, compare and contrast the economy of Germany and the Eastern European countries, and the demand supply market vs. planned economies. It will focus on the macroeconomics of tomorrow, analyzing emerging issues, formation of new trading blocks and variations in growth and development. It will also offer a survey of new markets and new challenges and a summary of economic transition in Eastern Europe.

CES 620

Cultures of Central and Eastern Europe

This course is a survey of national cultures of peoples of Central and Eastern Europe and an examination of cultural influences and convergencies between East and West with emphasis on the 19th and 20th centuries. The introduction will include an attempt to develop a working definition of the term culture, a theoretical discussion of the various uses of the word, and the drawing of a distinction between German and Austrian cultures. The course also contains an examination of national cultures within empires, the cultures of Central and Eastern Europe under Marxism, and the age of political and cultural freedom in Central and Eastern Europe.

CES 630/631

Masterpieces of Slavic Literatures I/II

A survey of great literary works of the Slavic peoples with emphasis on the 19th and 20th centuries, featuring an examination of spiritual values and an ideological conflict in literature within the context of diverse social and political systems. Among the problems to be examined are: literature under Communism; the hegemony of Socialist Realism in the Central and East European realm; religious literature in the Soviet Union, and the phenomenon of "dissidentism." Readings from the works of: Pushkin, Shevchenko, Mickiewicz, Solzhenitsyn, Honchar, Mrozek, Havel, et al.

CES 640/641

Great German Thinkers I/II

The courses will focus the study of the major works of great German poets and philosophers of the 18th, 19th, and 20th centuries. Emphasis of the writers' attempts to define ultimate reality, the search for *das Ding-an-sich* (the thing-in-itself), and their conceptions of paradise. Readings and analysis of the works of: Goethe, Schiller, Kant, Hegel, Rilke, Spengler, et al. will form the substance of the courses.

CES 650

Modern History of Eastern Europe

This course is a survey of major historical developments in the countries of Eastern Europe from Napoleon to the present. It begins with an analysis of the French Revolution and the birth of modern European Nationalism and ends with an examination of the present state of Eastern Europe and the internal and external problems of the successor states to the Soviet Empire. It includes a study of the Russian, Austrian, and Ottoman

Empires, the national liberation movements within each of them, and the unabating struggle of oppressed people for nationhood.

CES 660

Democratic Development of Eastern Europe

This course will analyze the issues surrounding the formation and dismantlement of what was known as the Eastern Bloc, and its transformation into a region of developing democratic states. It will include an analysis of the ideological and historical underpinnings of Communism and the formation of the Eastern Bloc, Stalin's legacy, and Soviet Policy from Lenin to Brezhnev, the evolution of Gorbachev's reforms (Perestroika and Glasnost), and a survey of the dissent and democratic movements in Central and Eastern European countries.

CES 670

Church and Religion in Central and Eastern Europe

A critical survey of the religious and church life under atheism, featuring an examination of the ideological basis of the church policy of the Soviet Union and the variations in the application of this policy in regard to various communities and nationalities. The focus of the course is on the militant atheism and the persecution of the Church in the Soviet Union and the satellite countries. Included are the following topics: I. Political and religious dissidentism in the Soviet Union; II. The spiritual revival of the 1980's and the triumph of religion during the waning days of the Soviet Empire; III. Religious conflicts in the former Soviet Republics; IV. Future prospects for religious life in Eastern Europe.

CES 680

Opportunities in Central and Eastern European Markets

The purpose of this course is to provide the students with a greater understanding of current business opportunities in selected markets of the region; to make aware the difficulties likely to be faced by the businessman attempting to take advantage of those opportunities, and to enable him, through acquisition of skills and increase of awareness, to explore these opportunities, independently and in considerable depth. Readings of original materials and discussion of the business opportunities offered will be the principal substance of the course. The students final requirement will be to choose one of the opportunities and prepare a finished analysis of it, including a plan for proceeding.

CES 690

Advanced Economics: Central and Eastern Europe

Prerequisite: CES 610

The course focuses on issues and theories of international economics. It explores the changing institution, organization, product, destination, and general structure of trade, and analyzes the impact of current economic changes in Central and Eastern Europe on prices, employment, exchange rate, trade and capital flow. It also examines the increasing economic interdependence of countries, which makes the whole world a single market for many commodities, while placing constraints on the extent to which prices can diverge across borders.

CES 611**Geography of Central and Eastern Europe**

This course is an introduction to the Geography of the Central and Eastern European region. It examines the region in terms of; place name geography, weather and climate; biota and soils; topography; cultures; population; population increase and migration; food and mineral resources; geography of languages and religions; cities and urbanization; national economies; regional international organizations and the globalization of economies and politics. The major objectives of the course are: I. To familiarize the student with geographic place names of the Central and Eastern European region. II. To help the student develop an understanding of where people and activities are located in Central and Eastern Europe and why they are located where they are. III. To emphasize communication and transportation ties so that students better appreciate the fact that what happens at places depends more and more on what happens among places. IV. To familiarize the student with how geographers exercise the scientific method of gathering and analyzing information in order to seek explanations for distributions, seek and compare patterns and investigate cause-and-effect relationships by having them participate in this process. V. To develop an appreciation of how people in many different professions can use geography to understand better their employment and their world.

CES 510-515**Summer Immersion Program in German/Russian Language Studies**

This course will provide students with intensive foreign language training. Two languages will be offered: German and Russian. The student will be required to master only one of these languages during a given summer. Other Slavic languages (Polish, Ukrainian, et al.) will be offered on a need/demand basis. The course will include a cultural component, so that the students will not only develop skills in comprehending, speaking, reading, and writing the given language but also acquire information on the contemporary cultural situation of Central and Eastern Europe. There will be use of audio-visual material, including satellite reception and opportunities to converse with native speakers.

CES 700/701**Capstone Seminar**

The course will consist of regular meetings with students and feature discussion and analysis of their individual M.A. theses, projects, or seminar papers. Initial meetings will be devoted to bibliographical searches, reading and comprehension of primary sources, and methodology. The final meeting will be comprised of: discussions of individual seminar papers, M.A. projects, and M.A. theses. Students who write an M.A. thesis will earn 6 credits. Three credits are awarded for M.A. projects. See Director for details.

Master of Arts in Clinical-Counseling Psychology

Director

John J. Rooney, Ph.D.

Faculty

Professors: Burke, McCarthy (Emeritus), Rooney

Associate Professors: Falcone, Filicetti, Smith, Watson

Assistant Professors: Armstrong, Collins, Shahinfar, Walker

Lecturers: Berchick, Boyll, Chapman, Clarke, Cole, Conway, Dematatis, Donohue, Dwyer, Fina, Hoffer, Joyce, Katz, Keiser, Lomauro, Lucas, Lucca, Marks, Ratto, Ruckdeschel, Santone, Stayton, Sullivan, Trainer-Haas, Turner, Winn

Description of Program

The graduate program in Clinical-Counseling Psychology offers an intensive program of studies with concentrations in the following areas:

- Psychological Counseling
- Marriage and Family Therapy
- Addictions Counseling
- Industrial/Organizational Psychology

While the program stresses skill training and clinical preparation for the above concentrations, it also requires a common core of psychological studies as a basis for disciplined practice in the respective areas.

Admission Requirements

To be considered for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. The record must show completion of 15 hours in psychology.
2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
5. Work experience (paid or volunteer) in an area related to one of the Clinical-Counseling Psychology concentrations..
6. Evidence of the ability to meet the qualifications, both academic and professional, required for field placement in the profession. These are described in the Clinical Manual.

The Application for Admission may be obtained by contacting:

Dr. John J. Rooney, Director
M.A. Psychology Program, Box 268
La Salle University
Philadelphia, PA 19141
215/951-1767
Fax: 215/951-1843
E-mail: psyma@lasalle.edu
Web site: www.lasalle.edu/academ/grad/psych/

Tuition and Fees 1999-2000

Application Fee	\$30
Tuition (per credit)	\$402
Registration Fee (per semester)	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50

* Students registering for 8 or more credits pay \$40.

Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the M.A. Psychology Program for details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

Students take a total of 51 credits, divided as follows:

- 24 credits – Theories and Processes in Clinical-Counseling Psychology
- 18-21 credits – Advanced Training in Specific Approaches in each Concentration
- 6-9 credits – Supervised Practical Training through Field Placement, Case Seminar, and Professional Seminar

Preparation for Licensure

A certificate program of 60 credit hours (M.A. plus 9 hours) is available to help prepare students for licensure as Professional Counselors or Marriage and Family Therapists in Pennsylvania, New Jersey, Delaware and most other states.

THEORIES AND PROCESSES IN CLINICAL-COUNSELING PSYCHOLOGY

From its inception, the program has emphasized the necessary reciprocal and interdependent nature of the knowledge base essential for informed practice. The foundation courses stress the integration of the psychological, systemic, and faith/cultural dimensions of experience.

PSY 500 Counseling Principles and Practices
 PSY 502 Counseling Laboratory
 PSY 503 Psychopathology
 PSY 506 Basic Principles of Research Design, Statistics,
 Program Development and Evaluation
 PSY 512 Introduction to Addictions Counseling

Behavioral Science Option: PSY 504, PSY 508, PSY 515 (any two except in Marriage and Family Therapy Concentration which requires PSY 504 only)

ADVANCED TRAINING IN SPECIFIC APPROACHES

Having completed their foundational training, students may then concentrate their studies on one of the four specialized approaches offered by the program: Psychological Counseling, Marriage and Family Therapy, Addictions Counseling, and Industrial/-Organizational Psychology.

Psychological Counseling

This Concentration is designed to train those interested in counseling individuals and groups in a variety of settings. The program prepares students for certification by the National Board for Certified Counselors and is preparation for becoming a Licensed Professional Counselor.

PSY 509 Psychological Assessment I: Assessment in Clinical
 and Career Counseling
 PSY 602 Advanced Counseling Laboratory
 PSY 709 Assessment in Psychological Services II:
 Individual Measures of Cognition and Personality

(any two of the following):

PSY 600 Process of Change: The Therapeutic Intervention
 PSY 610 Cognitive-Behavioral Approaches in Counseling
 and Psychotherapy
 PSY 611 Insight-Oriented Approaches in Counseling
 and Psychotherapy
 PSY 612 Group Processes in Counseling and Psychotherapy
 PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy
 PSY 674 Career Counseling

Two Electives

Marriage and Family Therapy

This Concentration is designed to train those interested in specializing in the field of marriage and family therapy. The curriculum is designed to be consistent with recommendations of the American Association for Marriage and Family Therapy, and as preparation for becoming a Licensed Marriage and Family Therapist.

PSY 505 Introduction to Systems and Systems Thinking
 PSY 602 Advanced Counseling Laboratory
 PSY 603 Human Sexuality
 PSY 509 Psychological Assessment I: Assessment in Clinical
 and Career Counseling
 PSY 614 Working with Families
 PSY 616 Contextual Family Therapy
 PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy
 PSY 624 Marital Therapy

Addictions Counseling

This Concentration is designed to train professionals who would specialize in counseling individuals and families with addictive behavior. The program prepares students for certification in addictions counseling and for becoming a Licensed Professional Counselor.

PSY 505 Introduction to Systems and Systems Thinking
 PSY 602 Advanced Counseling Laboratory
 PSY 633 Professional Issues in Addictions Counseling
 PSY 634 Interpersonal Dynamics of Addictions
 PSY 509 Psychological Assessment I: Assessment in Clinical
 and Career Counseling

(any two of the following courses)

PSY 600 Process of Change: The Therapeutic Intervention
 PSY 610 Cognitive-Behavioral Approaches in Counseling
 and Psychotherapy
 PSY 611 Insight-Oriented Approaches in Counseling and
 Psychotherapy
 PSY 612 Group Processes in Counseling and Psychotherapy
 PSY 616 Contextual Family Therapy
 PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy
 PSY 624 Marital Therapy

Industrial/Organizational Psychology

PSY 509 Psychological Assessment I: Assessment in Clinical
 and Career Counseling
 PSY 612 Group Processes in Counseling and Psychotherapy
 PSY 653 Organizational Consulting
 PSY 654 Issues in Organizational Training
 PSY 659 Assessment in Organizational Settings

MGT 760 Human Resource Administration

MBA 810 Self-Assessment for Leadership

MGT 736 Organizational Analysis
 or

MGT 739 Managing Cultural Diversity in the Workplace

Two Electives*

*The Employee Assistance Program (EAP) sub-specialty requires PSY 503 and PSY 512 in place of two electives.

Pastoral Counseling

A program in pastoral counseling is administered by the Graduate Religion Department in cooperation with the Clinical Counseling Psychology Program. For information, see the Graduate Religion section.

SUPERVISED PRACTICAL TRAINING: FIELD PLACEMENT, CASE SEMINAR, AND PROFESSIONAL SEMINAR

All students are required to engage in supervised clinical training. The usual placement involves 12 to 15 hours per week of on-site service with a working case load of six to ten clients and generous exposure to a range of support activities. The students may choose to serve the internship either in an approved community center or in the on-campus clinic operated by the Clinical-Counseling Psychology Program. While engaged in this training, students will also attend a Case Seminar and a Professional Seminar.

Electives

Electives are offered to help prepare students for the specific settings in which they intend to work. Students may elect courses from among graduate offerings in business, bilingual/bicultural studies, education, Central and Eastern European studies, computer information science, communication, religion, nursing, and psychology. Student research projects may be completed as electives.

Examples of graduate courses available as electives:

- Cognitive Development of the Child in the Educational Context
- Social-Emotional, Moral and Sexual Development of the Child in the Educational Context
- Biopsychosocial Processes
- Psychosocial Correlates of Immunocompetence
- Stress Management and Crisis Intervention
- Human Resource Development
- Organizational Communication
- Personnel Management/Labor Relations
- Managerial Skills Laboratory
- Behavioral Science Workshop
- Psychology and Health

Accelerated Program

The accelerated program enables students to complete the 51 credit hours and obtain the M.A. degree in two years.

The sequence is designed for students who are not working or who hold a part-time job that would permit them to devote most of their time to the academic and professional work of the graduate program. Approval of the Director of the Clinical-Counseling Psychology program is necessary in order to follow the accelerated schedule.

Counseling the Latino Population

In conjunction with the graduate program in Bilingual-Bicultural Studies, we have developed a certificate program to prepare our graduates to serve the Latino population.

Graduate Psychology in Bucks County

Students are able to complete the full M.A. program at the La Salle University Bucks County Center in Newtown, Pennsylvania.

Course Descriptions

PSY 500

Introduction to Counseling and Psychotherapy: Theories and Interventions.

3 credits

Major theories of counseling and psychotherapy and the interventions based on those theories. Emphasis on knowledge and skills needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

PSY 502

Counseling Laboratory I

3 credits

A laboratory course designed to develop the basic counseling skills which will enable students to understand the client, to develop a trusting relationship with the client, and to facilitate the client's self-exploration.

PSY 503

Psychopathology

3 credits

Major categories of psychological disorders. Theory and research regarding etiology, diagnosis, prevention, and treatment. Introduction to the use of the DSM.

PSY 504

Human Behavior: A Developmental Perspective

3 credits

The process and stages of human development form the context for the study of human behavior. Issues of separation, individuation, and integration in the life patterns of individuals, couples, and families will be studied within the context of major psychological theories of personality and learning.

PSY 505

Introduction to Systems and Systems Thinking

3 credits

In this course the student will be given an overview of family functioning. Family structure, family development, family health, family dysfunction, and family treatment will be considered. Particular emphasis will be placed on acquiring a systems perspective and applying that perspective to an understanding of family functioning.

PSY 506**Basic Principles of Research Design, Statistics, Program Development and Evaluation****3 credits**

A consumer-oriented course focusing on broad concerns common to all forms of social research. Criteria for evaluation and interpretation of various statistical techniques and research designs will be covered.

PSY 508**Cognition and Learning****3 credits**

The empirical and theoretical foundations of present understanding of cognitive psychology and learning psychology and their integration in contemporary social learning theory. Attention to the application of the theories and research in counseling and psychotherapy.

PSY 509 (609)**Psychological Assessment I: Assessment in Clinical and Career Counseling****3 credits**

Basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. Use of major reference works for selecting and evaluating assessment procedures. Supervised experience in selecting, administering, scoring and interpreting assessment procedures and experience in use of computer-assisted testing.

Prerequisite: PSY 506 or PSY 510.

PSY 510**Inferential Statistics and Research Design****3 credits**

Analysis of research designs and the inferential statistics appropriate to reaching conclusions when using ordinal or interval data within these designs. Problems set in non-experimental research and the newer statistical procedures developed in reporting such findings. A brief treatment of program evaluation procedures. Training in accessing programs on computers.

Prerequisite: PSY 506.

PSY 511**Religion, Psychology, and Culture****3 credits**

This course examines the historical rootage of western psychology theory in the rise of liberalism and capitalism, the myth of progress, and the individualism of John Locke. The struggle to secure a place for psychology as a science is explored with a study of the biographies of the founders of schools of psychology, European and American. The reasons for animosity to religion, or for its radical reinterpretation are studied. The impact upon psychology, often not acknowledged, of Jewish and Christian mysticism, is a point of departure for a post modern critique of a discipline which was and is an offspring of modernity. Oriental as well as Semitic religious experience is surveyed in the human quest for the therapeutic.

PSY 512**Introduction to Addictions Counseling****3 credits**

Focuses mainly on chemical substance abuse but considers the etiology and manifestations of other addictions as well. Attention is given to the occurrence of addiction in the family with particular reference to the physical, behavioral, and attitudinal manifestations of addictive behavior, identification and diagnosis of addiction, as well as to the selection of appropriate processes of intervention.

PSY 515**Personality Theories**

Present understanding of the development of human personality and social behavior from the perspective of contemporary social psychology. Attention to application of theories and research in counseling and psychotherapy.

PSY 524**History and Systems in Psychology****3 credits**

This course undertakes an examination of the roots of psychology in ancient and modern philosophy, its beginnings in 19th century science and its development from early schools and national identities to its contemporary characteristics.

PSY 550**Biological Bases of Behavior****3 credits**

An examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. Demonstrations and laboratory exercises will be included.

PSY 574**Introduction to Graduate Research and Writing****3 credits**

A cross-disciplinary seminar which introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports. (Credits in this course do not count toward the 51 hour program requirement.)

PSY 600**Process of Therapeutic Change****3 credits**

A clinical skills course which introduces the student to the nature and impact of psychotherapy as a change agent. It will incorporate consideration of the process of spiritual change as an element of therapeutic change. The focus will be on client-therapist interaction and how change is experienced and promoted in that context.

Prerequisites: PSY 500, 502, 503

PSY 602**Advanced Counseling Laboratory****3 credits**

This course will build on the basic skills practiced and developed in the first counseling laboratory - PSY 502. It will provide the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies. While it will emphasize those skills and techniques common to many, if not most, approaches, it will also highlight those emphasized and represented in the respective concentrations of the program. Students will be assigned to sections of this course according to their concentration.

Prerequisite: PSY 502

PSY 603**Human Sexuality****3 credits**

The variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, sexual dysfunctions and treatment.

PSY 607**Graduate Research Seminar****3 credits – elective**

The Graduate Psychology Research Seminar is designed to provide an opportunity for graduate students to engage in original research. Students will be required to complete a literature review of a chosen area within the discipline, then design and complete a research project which adds to the understanding of that area.

Prerequisite: PSY 506 or PSY 510.

PSY 610**Cognitive-Behavioral Approaches in Counseling and Psychotherapy**

A clinical skills course with focus on the initial problems addressed in the process of therapeutic intervention, namely the self-regulation of thoughts, feelings, and actions. Training in a broadly-conceived cognitive behavior therapy which includes a variety of specific intervention strategies designed to address problems of self-regulation.

Prerequisites: PSY 500 and 502.

PSY 611**Insight-Oriented Approaches in Counseling and Psychotherapy****3 credits**

A clinical skills course with focus on the issues addressed in the process of psychological intervention, namely, the client's personal quest for self-understanding, intimacy, maturity, and personal meaning. Training in cognitive approaches which emphasize enhanced maturity through insight.

Prerequisite: PSY 500.

PSY 612**Group Processes in Counseling and Psychotherapy****3 credits**

A course which combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy, and also participates in group counseling sessions on issues presented by the classroom group which will illustrate the dynamics of groups and lead to the acquisition of skills needed to assist in the resolution of behavioral problems.

Prerequisites: PSY 500 and PSY 502.

PSY 614**Working with Families****3 credits**

This course covers the basic principles, techniques, applications, uses and contraindicators of the major family therapy systems models. Specifically, the intersystems interface among intrapsychic, interpersonal and family systems dynamics are addressed. Diagnosis, techniques and intervention rationales are covered along with the role of the therapist and the therapist as person. Application of theory and research to practice is discussed.

Prerequisite: PSY 505.

PSY 616**Contextual Family Therapy****3 credits**

This course provides an exploration of the convictions, concepts, strategies, and techniques of Contextual Therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families.

Prerequisite: PSY 505.

PSY 619**Ethnic, Gender, and Class Issues****3 credits**

A study of how ethnic, gender, and class issues influence the counseling process and the understanding of family and family therapy. Modes and practices of therapy will be examined to locate ethnic, gender, and class biases, and to trace and assess their effects. Major critiques will be reviewed and guidelines will be established for correcting and/or avoiding biases.

PSY 624**Marital Therapy****3 credits**

Role-playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couple therapy is addressed.

Prerequisite: PSY 505.

PSY 633**Professional Issues in Addictions Counseling****3 credits**

Provides an in-depth review of the critical issues, pertinent information, and current trends related to addictions counseling. Examples of these issues include: 1) ethics, e.g., confidentiality and code of ethical conduct; 2) dual diagnosis; 3) controversial issues regarding the nature of addictions; 4) professional identity; 5) DSM IV/ICD 10 diagnostic criteria; 6) drug testing; 7) referral strategies and responsibilities; 8) abstinence model of treatment; 9) "wellness" and "professional burnout"; 10) current trends in addictions research; 11) certification, credentials and licensing.

Prerequisite: PSY 512

PSY 634**Addictions and the Family****3 credits**

This course focuses on an understanding of how addictive processes interact with social and family contexts. This allows more effective treatment interventions to be designed. The current research on family dynamics and treatment of codependence, adolescent substance abuse, and children of addicts will be reviewed.

Prerequisite: PSY 512

PSY 641**Counseling Families in the Face of Loss****3 credits**

This course will address issues of loss and mourning experienced by families as a result of physical and mental disability, job loss, aging, illness and death. It will present an understanding of the psychological and relational impact of loss with particular reference to those who minister to families in face of loss.

PSY 653**Organizational Interventions****3 credits**

This course is designed to assist individuals interested in a career in industrial/organizational psychology in learning about the issues involved in implementing organizational change and development programs. These issues include engaging employees in the change process, diagnosing organizational problems, effective methods for implementing change programs, and the techniques needed to evaluate the entire process.

PSY 654**Issues in Organizational Training****3 credits**

This course will review the issues that need to be addressed when designing and implementing training programs in organizational settings. Special emphasis will be given to issues of needs analysis, design of programs, technologies that enhance training, the evaluation of training results, and the transfer of training to the work setting. The course will include review of these issues, as well as hands-on experience in designing and delivering training topics.

PSY 659**Assessment in Organizational Settings****3 credits**

This course presents methods for assessing skills, emotional problems, and personality in an organizational setting. It will provide a) information regarding the review and interpretation of assessment tools as well as the appropriate usage of test results, and b) practical experience in using these tools. Instruments are selected from more commonly used tests of skills, emotions and personality. Training will be provided in the use of computer-assisted testing and with standardized interview instruments.

Prerequisite: PSY 509, 609, or equivalent

PSY 674**Career Counseling****3 credits**

Offers an opportunity to help adapt your clinical skills to the critical area of career development. Relates career success and satisfaction to mental health and life fulfillment. Considers theories of career development and the process of career counseling. Utilizes career assessment, career resource information, and job placement requirements. Includes career counseling with special populations.

Prerequisite: PSY 500

PSY 680**Field Placement****2 credits**

A practicum in supervised experience at an approved field placement site for a minimum of one full day per week. Practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PSY 681, 682. Each semester is 2 credits.)

Prerequisite: Completion of 30 credit hours including necessary skills courses.

PSY 690**Professional Seminar****1 credit**

The personal, practical, and ethical issues involved in the practice of professional psychology. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. (PSY 691, 692 — continuation of Professional Seminar — 1 credit each semester.)

Prerequisite: Same as PSY 680

PSY 709**Assessment in Psychological Services: Individual Measures of Cognition****3 credits**

The primary goal of this course is to provide students with basic competencies in the administration, scoring and interpretation of individually administered tests of intelligence and achievement. Theoretical, research, psychometric, clinical and ethical issues related to these instruments will be addressed. The Wechsler Scales — WAIS-III and WISC-III — along with the WIAT and WRAT 3 and the Woodcock-Johnson Achievement Tests will be the major tests which students must master and integrate into sound clinical reports. Interviewing and testing subjects with presentations of case reports in class.

Prerequisites: PSY 503 and 509

Master of Science in Computer Information Science

Director

Margaret M. McManus, Ph.D.

Faculty

Professors: Longo, McCarty

Associate Professors: Kirsch, McManus, Wiley

Assistant Professors: Elliott, McCoe, Redmond, Turk

Lecturers: Bien, Henry, Kiernan, Mieziako, Pasquale

Description of Program

The Master of Science degree in Computer Information Science is a program for persons who wish to become better skilled with computer information technology and practices within the professional community. It is designed to be broad-based in scope but provides sufficient depth for students to explore areas of personal interests and needs. This program is designed to expand and develop the student's knowledge of personal computing and to build upon and enhance professional experience. The core of this program is built on Personal Computing (PC) applications, productivity tools, and end user services. The focus of this program is on information: locating, capturing, ensuring, sharing, evaluating, and presenting information. Topics in the program include new programming paradigms, such as component software; object-oriented programming; information distribution methodologies, e.g., local area networks and n-tier architecture; graphical user interface design and development; database design and implementation; Internet and Intranet; PC management and software engineering; current trends in operating systems; and software social, ethical, and legal issues.

The program develops quantitative talents, people skills, and extensive hands-on experiences. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to join in class discussions, to evaluate new software packages, to make formal classroom presentations, and to do independent projects. The program prepares individuals for end user computing services by addressing both technical challenges and management skills in various size businesses. The program promotes the professional development of the student in the field of computer information science.

A strength of the program is its practical focus, based on a strong conceptual foundation. Students may culminate their learning with a capstone project or research paper under the supervision of a faculty advisor. Students may work on their capstone experience either individually or in a group. Some students partner with an external company, or work on a project associated with their employer as a project deliverable for that company.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education.
2. Appropriate background in computer science, a related discipline, or equivalent other training. On the basis

of admissions credentials, students may be required to complete several prerequisite courses.

3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
4. Acceptable score in the Graduate Record Examination General Test (GRE) or Miller's Analogies Test (MAT).
5. A professional resume.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
7. Evidence of qualification and capacity for graduate study as reflected in the application, references, GRE or MAT, and grade point average in undergraduate studies.

International Students: An acceptable TOEFL test score is required of international student applicants. A statement of financial responsibility must also be submitted.

The program is open to applicants without regard to age, creed, race, gender or national origin. Because oral communication is an integral part of many courses, students must communicate clearly in English. A maximum of six (6) hours transfer credit may be granted for graduate work at another institution.

The Application for Admission may be obtained by contacting:

Dr. Margaret M. McManus, Director
Graduate Program in Computer Information Science
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1222
Fax: 215/951-1805
E-mail: gradcis@lasalle.edu
Web site: www.lasalle.edu/gradcis

Tuition and Fees 1999-2000

Application Fee	\$30
Tuition (per credit)	\$495
Registration Fee (per semester)	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50

* Students registering for 8 or more credits pay \$40.

Expenses and Tuition Assistance

Tuition, registration and instructional technology fees are set annually. Partial scholarship grants are offered on the basis of academic credentials and financial need.

The program also offers a small number of graduate assistant positions. These positions are available to students for each academic year. In addition to providing financial support, the graduate assistant position is intended to enhance the student's educational experience. The students will work closely on research and planning projects and are required to work ten hours a week. These positions are granted on the basis of academic credentials or financial need. Interested students should contact the program Director.

Information about other financial aid, deferred payments, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215/951-1070.

Progression Through the Program

The following is presented as a model for progression through the Computer Information Science program. Individual plans for progression will be determined for each student in consultation with the program Director.

Eleven to fifteen courses (at least 33 graduate credits) are required for the degree. Students select one of three options to earn the degree:

Capstone Project Option: 33-45 credits

- A maximum of six prerequisite courses as specified by the Admissions Committee
- Six core courses
- At least one elective course
- Capstone project, designed and developed in a two-course sequence (CIS 681, CIS 682) over a two-semester time period.

Capstone Paper Option: 33-45 credits

- A maximum of six prerequisite courses as specified by the Admissions Committee
- Six core courses
- At least two elective courses
- Capstone research paper, written in one course (CIS 685) in a one-semester time period.

Additional Coursework Option: 33-45 credits

- A maximum of six prerequisite courses as specified by the Admissions Committee
- Six core courses
- At least three elective courses

The design of this program assumes that the student has a background in computer science or a related discipline, or professional training. Some students may be required to take one to six prerequisite courses to supplement their computer expertise.

Students who are familiar with computing packages but not with algorithm development and computer programming may prepare for the graduate program by taking preparatory course(s). The Director of the graduate program will be able to advise such students concerning what course work would be needed in order to prepare to enter the program.

PREPARATORY COURSE

Required for students who need to learn algorithm development and programming before entry to the program.

CIS 500 Problem Solving and Programming

PREREQUISITES

The number required depends on student's background.

CIS 502 Applied Statistics and Modeling

CIS 520 Data Structures and Algorithms

CIS 523 Data Processing and Database Management

CIS 530 Graphical User Interfaces

CIS 535 Introduction to Operating Systems

MBA 810 Self-Assessment for Leadership

CORE

All required

CIS 610 Legal, Ethical and Social Issues in Computing

CIS 613 Software Engineering

CIS 623 Client/Server and Intranet Databases

CIS 630 Graphical User Interface/Component-Based Programming

CIS 640 Data Communications and Internetworking

CIS 643 Local Area Networks

ELECTIVES

CIS 607 Computer Graphics

CIS 615 Project Management for Information Technology and Systems

CIS 635 Topics in Distributed Computing

CIS 646 Groupware

CIS 655 Expert Systems

CIS 657 Computer-Based Training

CIS 670 Special Topics of Current Interest

CAPSTONE

CIS 681 Project Design and Implementation I

CIS 682 Project Design and Implementation II

CIS 685 Independent Research

Course Descriptions

CIS 500

Problem Solving and Programming

4 credits

Development of computer problem solving techniques and algorithms. Programming in a development environment such as C/C++ or Visual Basic, including control flow, iteration, modules, basic graphical user interface, event principles, functions, arrays,

pointers, records, lists. Three hours of lecture and two hours of laboratory per week.

CIS 502

Applied Statistics and Modeling

3 credits

A problem-solving computer-oriented approach to applied statistics based on modeling. Topics include: probability, discrete and continuous random variables, model building and testing, sampling distributions, hypothesis testing, design of experiments, factorial design, analysis of variance and covariance, correlation, simple and multiple regression, and nonparametric tests. Students must demonstrate a proficiency in the use of packages and an ability to evaluate a statistical situation.

CIS 520

Data Structures and Algorithms

3 credits

Classic data structures (arrays, lists, stacks, trees, graphs, hash tables) presented as Abstract Data Types in a C++ object-oriented methodology.

Prerequisite: Programming skills in a high level language.

CIS 523

Data Processing and Database Management

3 credits

Database system data structures-architecture, data languages. Logical and physical database design. Database models: entity-relationship, relational, hierarchical, network; normalization, integrity, query languages including SQL and relational algebra, security, social ethical concerns. Case studies and a project using a relational DBMS.

CIS 530

Graphical User Interfaces

3 credits

This course provides a foundation for the design, development and assessment of effective graphical user interfaces. Human factors, principles and theories are studied to provide the conceptual basis for explorations into the windows environment on the PC. Study will include objects, interfaces, and component development. Students will apply learned principles through the design and specification of a custom interface or custom component into an integrated application. This interface will be implemented using a development environment such as Visual Basic.

Prerequisite: Programming skills in a high level language.

CIS 535

Introduction to Operating Systems

3 credits

Computer structure and architecture, addressing techniques, error handling. Principles of process and resource management in operating systems. I/O programming, interrupt mechanisms, memory management, schedulers, device management, information management and file systems. Concepts are illustrated using micro, workstations and/or mini computers. Students will be expected to design and implement various projects using in an object-oriented programming language (C++).

Prerequisite: CIS 520.

CIS 607

Computer Graphics

3 credits

This course covers graphics concepts and techniques including graphics hardware, Windows-based graphics programming and libraries including the Graphics Device Interface (GDI) and DirectX, graphics algorithms, scan conversion, light/color, animation, graphics file formats and conversions, image compression and manipulation techniques, and graphics packages. Students will design, specify, and implement custom graphics applications.

Prerequisites: CIS 520; CIS 630 or Windows API programming experience is recommended.

CIS 610

Legal, Ethical and Social Issues in Computing

3 credits

Topics include: laws regarding computer use; privacy both on on- and off-line; cryptography and encryption; attacks on computer systems; ethics and codes of ethics; risks and responsibilities of computing; effects of computers on society and culture.

CIS 613

Software Engineering

3 credits

Software Engineering treats the technical and administrative issues; software milestones and development: models of the software development process, project planning design, team management, requirements of specification, technique and tools, implementation, testing, and integration, maintenance. This course requires the completion of a team project.

Prerequisites: CIS 520, CIS 523.

CIS 615

Project Management for Information Technology and Systems

3 credits

Concepts, principles and practices of project management in information technology and systems. Integrates the pertinent organization structure and behavior with project management issues. Covers the project management life cycle. Includes project planning, controlling, and monitoring techniques in the areas of project integration, scoping, time considerations, costing, quality assurance, resource planning, reporting, risk analysis, and procurement. Case studies and implementation using appropriate project management software.

Cross-listed with BUS 715.

Prerequisites: CIS 502 and CIS 613.

CIS 623

Client/Server and Intranet Databases

3 credits

The relational model and the SQL query language. Client/Server architecture, multi-tiered, distributed databases including: data fragmentation, query optimization, and transaction processing. Open DataBase Connectivity (ODBC). Intranet databases design and implementation. Object-Oriented Model.

Prerequisites: CIS 523, CIS 530.

CIS 630**Graphical User Interface/Component-Based Programming**
3 credits

This course studies interface and component programming concepts and techniques. Study will include the fundamental specification for object and interface development. Topics include client and server component programming in environments such as C++ and Visual Basic.

Prerequisites: CIS 520, CIS 530.

CIS 635**Topics in Distributed Computing**
3 credits

This course examines issues related to distributed computing, including: communications, synchronization, file systems, shared memory, replication, directory services, clustering, and object request brokers (ORBs). One of the main objectives of this course is to examine the emerging ORB standards, namely, CORBA and DCOM. Those aspects of Java and Visual Basic pertinent to distributed computing will be introduced.

Prerequisite: CIS 535.

CIS 640**Data Communications and Internetworking**
3 credits

This course covers the ISO and the TCP/IP network models with emphasis on the lower layers. In addition, the popular protocols, standards and services are examined, including: IEEE 802 family of standards (protocols), SMDS, ISDN, Frame Relay, and ATM. Bridges, routers and internetworking are also covered.

CIS 643**Local Area Networks**
3 credits

This course focuses on the designing, setting up and managing of local area networks. Various topologies, architectures and management software are discussed. Students will be expected to install and administer a LAN.

Prerequisite: CIS 640.

CIS 646**Groupware**
3 credits

Groupware and Computer-Supported Cooperative Work. Issues: Group process, facilitation, control, data sharing, privacy, and consistency. Computer human interaction. Groupware design, architecture, and implementation. Example systems such as e-mail, discussions, conferencing, meeting rooms, scheduling, workflow, document management, and knowledge management. Students will design and implement a groupware project.

Prerequisites: CIS 523, CIS 530, CIS 640.

CIS 655**Expert Systems**
3 credits

Expert systems draws upon the fields of artificial intelligence, cognitive psychology, linguistics, and philosophy. Characteristics, applications, and example systems. Components: Dialog structure and interface; inference engine techniques; knowledge base representations. Explanations, certainty factors, and human

factors. Expert system construction: Problem selection; knowledge acquisition, representation, and programming; evaluation; and maintenance. Project, using an expert system shell.

Prerequisite: CIS 520.

CIS 657**Computer-Based Training**
3 credits

History, design, comparison, evaluation, and examples of computer-based training and knowledge communication systems. Human-Computer Interaction principles and guidelines will be applied to domain specific training and end-user assistance problems and projects. Issues: linear versus nonlinear control, interactive communication, and end-user assessment. Students will design and implement a project.

Prerequisite: CIS 630.

CIS 670, 671, 672**Special Topics in Computer Information Science**
3 credits

Specialized study in Computer Information Science. Topics vary according to interest of students and faculty.

CIS 681**Project Design and Implementation I**
3 credits

The design of a project appropriate to Computer Information Science. This may be an individual or a group project and may be the outgrowth of a design done in a previous course. The proposal must have the approval of the graduate director and the faculty member who is supervising the project. The project design will use a software engineering approach, including an information description, functional description, validation criteria, requirements cross-reference, and test provisions, developed in a progressively detailed process. This course must be successfully completed before the student may enroll in CIS 682 Project Design and Implementation II.

Prerequisites: All Core Courses.

CIS 682**Project Design and Implementation II**

The implementation of the project designed in Project Design and Implementation I. The project will be supervised by a faculty member. The project implementation will use a software engineering approach, including an initial prototype, a full implementation, test report, and documentation. Results of this project should include the project deliverable and an oral presentation on the project. The student must have successfully completed CIS 681 Project Design and Implementation I before enrolling in this course.

Prerequisites: All Core Courses and CIS 681.

CIS 685**Independent Research**
3 credits

Independent research on an approved topic in Computer Information Sciences. Students will be directed by a faculty member in this research. The topic must be approved by the graduate director and the faculty member who is directing the research. Results of this research should include the preparation of a publishable quality paper and an oral presentation on the research.

Prerequisites: All Core Courses.

Master of Arts in Education

Director

Gary K. Clabaugh, Ed.D.

Faculty

Professor: Clabaugh

Associate Professors: Bednar, Feden, Freeman, Lambert, Ryan, Schoen, Sweeder, Vogel

Assistant Professors: Colhocker, Mosca, Sentner, Yost

Adjuncts: Iano, Keating, Rozycki, Strock

Description of Program

Using a schedule that accommodates those already employed, this nationally recognized program is designed both for aspiring educators and practicing professionals. Unlike traditional programs, it focuses on the nature of the learner and the learning process rather than bureaucratically inspired stereotypes of grade, label, and subject.

Candidates are grounded in techniques and distinctions which promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, form value positions based on critical study, and provide resources for the development of educational policy making skills. Candidates also are trained in the measurement and evaluation of the developmental and learning processes as they pertain to the practice of teaching. Through field work, candidates learn how to implement truly expert instruction that accommodates various developmental levels, learning styles, and personality types.

Admission Requirements

To be accepted for admission into the program, a student must:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Obtain acceptable scores on the Miller Analogies Test (MAT). (*Arrangements to take this examination may be made with La Salle's Counseling Center. May be waived for applicants with overall GPA of 3.4 or above.*)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
5. Attend a personal interview with the Director of the program if requested.
6. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading, "Candidacy Procedures for Teaching Certification."

The Application for Admission may be obtained by contacting:

Dr. Gary K. Clabaugh, Director
Graduate Education Program
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1593
E-mail: graded@lasalle.edu

Tuition and Fees 1999-2000

Application Fee.....	\$30
Tuition (per credit)	\$402
Registration Fee (per semester).....	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50

* Students registering for 8 or more credits pay \$40.

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

Individual plans for progression will be determined for each student in consultation with the Program Director.

Required for Degree:

30 graduate credits
Comprehensive Examination

Core Courses:

Required for Degree and all Certificates

EDC 501 Cognitive Development and Education
EDC 502 Social Development and Education
EDC 510 Human Exceptionalities
EDC 601 Foundations of Education
EDC 603 Curriculum Development
EDC 613 The Developmentally Oriented Teacher

Electives: Four required

(*Certification courses can be used as Electives for M.A.*)

Course Descriptions

Core Courses (required of all students)

EDC 501 (F, S)

Education and the Cognitive Development of the Child and Adolescent

Addresses cognitive development and the acquisition of knowledge then explores the implications for instruction. Emphasizes creating more meaningful learning experiences for pupils who are at varying developmental levels and who have different learning styles.

EDC 502 (F, S)

Education and the Social-Emotional Development of the Child and Adolescent

Explores social, moral, and sexual development and the significance of this development to the teacher. Makes explicit the ways that teachers can make the learning environment more responsive to student needs and create a better match between subject matter and student.

EDC 510 (S, SUM)

Education and Human Exceptionalities

Introduces human exceptionalities. Surveys the psychological, medical, legal and social influencing the provision of services for exceptional people. Clarifies perceptions of "exceptionalities," defines and describes key terms and concepts, and identifies major trends that effect the scope and nature of service to exceptional people.

EDC 601 (F, S)

The Foundations of Education

Promotes analysis of the meaning and effects of educational institutions. Provides resources for developing critical understanding of educational thought and practice. Encourages the development of value positions based on critical study. Provides resources for the development of educational policy making perspectives and skills.

EDC 603 (F, S)

Curriculum Development

Assists students in examining and refining their own concept of the curriculum and provides them with the knowledge and practical skills required to translate that concept into an effective, developmentally-based program for learners. Stresses acquiring the knowledge, developing the attitudes, and cultivating the skills that make teachers effective curriculum workers in the schools.
Prerequisites: EDC 501, 502, 602, 613 or permission.

EDC 613 (F, S)

Role of the Developmentally Oriented Teacher

Enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaching both in the laboratory and the classroom.
Prerequisites: EDC 501, 502 or permission.

Certification and Elective Courses

(Certification courses may be used for satisfaction of elective requirements.)

EDC 507

Breaking Ranks: Reforming Secondary Education

Operationalizes the recommendations of the National Association of Secondary School Principals and the Carnegie Foundation for the Advancement of Teaching. Offers a comprehensive strategy for improving: curriculum, instruction, school environment, professional development, alliances with non-school organizations and the accommodation of diversity. A user-friendly technology based course conducted via the Internet. For more information, visit www.breakingranks.com.

EDC 602 (F, S)

The Teacher and Technology

Helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing and multimedia. Emphasizes the impact of those technologies on human growth and development. (Students are expected to purchase approximately \$50 of materials for this course.)

Prerequisites: EDC 501, 502 or permission.

EDC 612 (SUM)

Geography for Teachers

Provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all elementary and special education certification candidates.

EDC 618 (F, S)

Developmental Reading

Promotes understanding of reading as a strategic interactive process which affects a learners efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns. Employs a variety of formats including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.

Prerequisites: EDC 501, 502 or permission.

EDC 619 (SUM)

Exploring American Culture Through American Education

Uses seminar format to examine how changes in American culture influenced, and were influenced by, education and schooling. Explores: immigrant and minority education; the influence of psychology on culture, personality and education; the role of the humanities in education; changing perspective on childhood and schooling; the form and function of higher education; and the depiction of education and schooling in literature.

EDC 642 (F)**Development of Mathematical Thought**

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all elementary and special education certification candidates.

Prerequisites: EDC 501, 502 or permission.

EDC 644 (SUM)**Assessing the Learning Abilities and Disabilities of Elementary and Special Needs Learners**

Provides elementary and special education teachers with knowledge of the meaning, or lack of meaning, of standardized test scores. Also instructs how to gather curriculum based assessment data in the areas of oral and written language, mathematics, social behaviors and perceptual motor performance and to develop interventions when indicated. Required of all elementary and special education certification candidates.

Prerequisites: EDC 501, 502, or permission.

EDC 673**Seminar in School Law**

Surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

EDC 676**Classroom Management and School Discipline**

Critically surveys various approaches to classroom management and school discipline. Emphasizes the planning and execution of practical skills.

Field Experience and Integrated Course Work

Elementary and Special Education Certification Candidates

PRACTICUM I

(combines EDC 643, EDC 659, and EDC 660)

EDC 643 (SUM)**Developing and Adjusting Instruction for Gifted, Average and Mildly Handicapped Learners**

Enables elementary and special education teachers to use a developmental perspective to design and adjust instruction to accommodate the wide spectrum of needs commonly found among learners, both handicapped and non-handicapped. Stresses an interdisciplinary view of instruction. Emphasizes teaching gifted, average range and mildly handicapped learners.

Prerequisites: EDC 501, 502, 644 or permission.

EDC 659 (SUM)**Teaching Gifted, Average and Mildly Handicapped Learners: Performance****EDC 660 (SUM)****Teaching Gifted, Average and Mildly Handicapped Learners: Portfolio**

An intensive summer immersion program in which participants, under close supervision, design and deliver instruction to gifted, average range and mildly handicapped elementary-aged children. Uses cooperative learning activities to emphasize the classroom application of research-based knowledge of child development and individual differences.

Prerequisites: EDC 501, 502, 644 or permission.

PRACTICUM II

(combines EDC 646 and EDC 661)

EDC 646 (SUM)**Developing and Adjusting Instruction for Moderately and Severely Handicapped Learners**

A field-based extension of EDC 643 that stresses use of a developmental perspective in designing and adjusting instruction to accommodate the individual needs found among moderately to severely handicapped learners. Stresses a range of approaches including cognitive and behavioral practices.

Prerequisites: EDC 501, 502, 510, 643, 660 or permission.

EDC 661 (SUM)**Teaching Moderately and Severely Handicapped Learners: A Field Experience**

An extension of EDC 660 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences.

Prerequisites: EDC 501, 502, 510, 643, 660 or permission.

PRACTICUM III

(combines EDC 662 and EDC 679, or EDC 669 and EDC 679)

EDC 662 (F, S)**Elementary and Special Education Student Teaching**

Required of all elementary and special education certification candidates with no teaching experience.

Prerequisites: Approval of ESE Director, Graduate Director, and faculty; 3.0 GPA or better.

EDC 669 (F, S)**Supervised Teaching**

Replaces Student Teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester the supervised teacher is observed and guided by university faculty while teaching in his/her own current private or public school position. (Must meet Commonwealth Standards as appropriate for area of certification.) The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take Student Teaching.

Prerequisite: If required, EDC 669 must be taken as final course in Certification Sequence.

EDC 679 (F, S)**Special Methods of Teaching**

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.
Prerequisite: Comes at end of program.

Secondary Education Certification Candidates**PRACTICUM I**

(combines EDC 647 and EDC 648)

EDC 647 (SUM)**Developing and Adjusting Instruction for Secondary Learners**

Applies a developmental perspective to the design and implementation of secondary level instruction.

EDC 648 (SUM)**Secondary Education Summer Practicum**

An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting.

PRACTICUM II

(combines EDC 669 and EDC 679, or EDC 689 and EDC 679)

EDC 669**Supervised Teaching (S)**

Replaces Student Teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by university faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth Standards as appropriate for area of certification.) Required of all certification candidates who are not required to take Student Teaching.

Prerequisite: If required, EDC 669 must be taken as final course in Certification Sequence.

EDC 679 (S)**Special Methods of Teaching**

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

Prerequisite: Comes at end of program.

EDC 689 (S)**Secondary Education Student Teaching**

Required of all certification candidates not eligible for Supervised Teaching.

Prerequisite: Comes at end of program.

Teacher Certification Through La Salle's Graduate Program in Education.

Pennsylvania Teacher Certification, both Instructional I (Provisional) and Instructional II (Permanent), may be obtained via the Graduate Program in Education. (All Pennsylvania teachers first obtain only Provisional Certification. They have six years to convert this to Permanent Certification via further study and experience.)

A Pennsylvania certificate is automatically recognized as valid in over half the states. La Salle's teacher education requirements are commonly accepted for certification in the remaining states.

Scope:

Certification programs are offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I certification in either Secondary Education or Elementary and Special Education. Postbaccalaureate certification candidates commonly take the M.A. degree as part of Secondary or Elementary and Special Education certification. Completion of certification requirements usually fulfills all degree requirements save for the Comprehensive Examination.

Focus:

The developmental perspective of the M.A. program is reflected throughout the certification processes. Using this focus, the program provides training and experience leading to teacher certification for any one of the following types of students:

1. Those already holding Instructional I or II certification in other areas and currently employed as full-time, tenure-track positions at an accredited school.
2. Those currently employed as full-time, tenure track teachers in private schools, but not holding teacher certification.
3. Those without teacher certification and without any teaching experience or current employment as a teacher.

Candidacy Procedures for Teacher Certification

Individuals must already be matriculated students in the Graduate Program in Education in order to become accepted as candidates for Commonwealth of Pennsylvania teacher certification. Individualized programs to meet Commonwealth certification requirements are determined on an individual basis by the Director of Elementary and Special Education or the Director of Secondary Education. Candidates must acknowledge by signature that they understand the individual certification requirements listed on their advisement sheet.

Academic Requirements

Those who aspire to teach the young must themselves be accomplished scholars. Therefore, certification candidates must maintain “good academic standing” in the Graduate Program in Education. Good academic standing is defined in the general information portion of the Graduate Student Handbook. Additionally, certification candidates may not earn more than two grades below B in certification course work, nor may their certification course work GPA fall below 3.0. In their course work they also must demonstrate above average proficiency in both written and spoken English.

Candidates may repeat certification courses already taken (up to a limit of two courses) in order to improve their grades in those courses. However, candidates who repeat certification courses will be permitted to do so only once.

Other Professional Requirements

Subject matter knowledge is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared in pedagogy. Teachers have a moral obligation to provide children the opportunity to achieve their full human potential. Moreover, children are especially vulnerable and their parents are compelled by law to turn them over to near strangers. It is therefore necessary that teacher certification candidates evidence a fundamental commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational approach to teaching. They also must demonstrate a fundamental willingness to help students even at the sacrifice of personal convenience and be unreservedly committed to teach all students irrespective of their kinship, race, religion, sex, social status, or handicapping condition.

The degree to which the graduate student fulfills the above criteria will be determined by the Graduate Program in Education faculty. The decision of the faculty on these matters will be final and unappealable.

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions, and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Graduate Program in Education.

The degree to which the student fulfills the above criteria will be determined by the Graduate Program in Education faculty. The decision of the faculty in these matters will be final but appealable.

Graduate candidates who are dismissed from teacher certification candidacy are not eligible for certification in any other division of the University.

Summary of Certification Requirements in Elementary and Special Education

General Requirements

Individualized Certification Programs are determined after initial interview

Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs to indicate knowledge of, American history, art, music, literature, and economics

Course Work in Pedagogy

Core EDC 501, 502, 510, 601, 603, and 613, plus:
EDC 602, 612, 618, 642, 644

Field Experiences

(Requirements determined on individual basis)

PRACTICUM I

EDC 643, 659, 660

PRACTICUM II

EDC 646, 661

PRACTICUM III

EDC 662 *(candidates with no teaching experience)*, EDC 679

OR

EDC 669 *(candidates with one or more years teaching experience currently employed as teachers)*, EDC 679

Summary of Certification Requirements in Secondary Education

Certification Areas

Certification is offered in Biology, Chemistry, Communication, Comprehensive Social Studies (concentration in History), Earth/Space Science, English, Environmental Science, French, General Science, German, Italian, Latin, Mathematics, Physics, and Spanish

Subject Area Courses

Determined on individual basis

Course Work in Pedagogy

Core EDC 501, 502, 510, 601, 603, and 613, plus:
EDC 602, 618

Field Experiences

(Requirements determined on individual basis)

PRACTICUM I

EDC 647, 648

PRACTICUM II

EDC 669 *(candidates with one or more years teaching experience currently employed as teachers)*, EDC 679

OR

EDC 689 *(candidates with no teaching experience)*, EDC 679

Master of Arts in Professional Communication

Director

Richard J. Goedkoop, Ph.D.

Faculty

Professor: Molyneaux

Associate Professors: Cronin, Goedkoop, S. Smith, Texter

Assistant Professors: Aylor, Dainton, Dalianis, Hall, MacLeod, M. Smith

Lecturers: Greenberg, Herbst, Luciani

Description of Program

The Master of Arts degree in Professional Communication is primarily a part-time, 36-credit program for persons who wish to become better skilled with communication issues and practices within business and professional organizations. It is designed to be broad-based in scope but provides sufficient depth for students to explore issues or emphases that are germane to their interests and needs.

A strength of the program is its practical focus. While emphasizing theory and methods in the core courses, students are invited throughout the program to apply the communication principles and practices that they learn to real-life situations.

The program in Professional Communication is designed to provide coursework, additional communication skills, research tools, and pragmatic experiences that will enable students to combine knowledge of the most important areas of the discipline with opportunities to test and apply their enhanced knowledge and skills in the workplace.

The program can be tailored to the individual student's goals through the choices that can be made in General Courses as well as through the experiences that can be pursued in the Practicum.

The program is open to applicants without regard to age, creed, race, gender, national origin, disability, or sexual orientation. Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. A maximum of six (6) credit hours are eligible for transfer from another institution or from another La Salle Graduate Program.

The Application for Admission may be obtained by contacting:

Dr. Richard J. Goedkoop, Director
Graduate Program in Professional Communication
La Salle University
Philadelphia, PA 19141
215/951-1155
E-mail: comm@lasalle.edu

Tuition and Fees 1999-2000

Application Fee	\$30
Tuition (per credit)	\$402
Registration Fee (per semester).....	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50

* Students registering for 8 or more credits pay \$40.

Admission Requirements

To be accepted into the program, a student must present:

1. Evidence of successful academic achievement in completion of a Bachelor's degree from an accredited institution of higher education. The student's record must show completion of 24 credit hours in any combination of communication, humanities, and social science courses.
2. Three letters of recommendation from professors and or supervisors who can address the candidate's ability and motivation for enrolling in the program.
3. Acceptable scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
4. The Application for Admission, accompanied by the stipulated application fee made payable to La Salle University.

Tuition Assistance

Partial grants are available for Fall and Spring semesters based upon a combination of need and merit. Consult the Director of the Professional Communication Program for more details. Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

The Master of Arts in Professional Communication degree is a 36-credit program requiring all degree recipients to complete:

1. The five-course Core
2. A required Practicum (COM 605), after at least 18 graduate credits
3. Four elective, general courses
4. 36 course credits plus Comprehensive Exams.

Students must complete the program with a minimum 3.0 grade point average. They have seven years from their first matriculation to complete all requirements for the degree.

Core (5 courses, 15 credits)

COM 600 Communication Theory
 COM 601 Professional Communication Ethics
 COM 602 Advanced Oral Communication
 COM 603 Strategies for Professional Writing
 COM 604 Communication Research Methods

Required (1 course, 3 credits)

COM 605 Practicum (after at least 18 graduate credits)

General Courses (4 courses, 12 credits)

COM 608 Intercultural Communication and
 Organizational Life
 COM 610 Approaches to Interpersonal Communication
 COM 611 Communication Technology
 COM 612 Approaches to Organizational Communication
 COM 613 Approaches to Public Relations
 COM 614 Communication Conflict Management
 COM 615 Persuasion
 COM 616 Group Communication
 COM 617 Communication Management:
 Media & Public Relations
 COM 618 Professional Media Production
 COM 619 Public Relations Campaigns

Course Descriptions

COM 600

Communication Theory

This course focuses on the nature and function of communication theory. It examines the role of theory in understanding communication events and explores various advanced communication theories as they apply to professional communication.

COM 601

Professional Communication Ethics

This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal group, professional, and mediated contexts. It is also designed to give the students a number of opportunities to apply and critique those theories to a range of hypothetical and real-life situations.

COM 602

Advanced Oral Communication

This course focuses on the development and enhancement of public presentation skills. It presents theoretical background for speaking in different types of public situations, but concentrates primarily on speech preparation and skill development. Use of presentation graphics will be included.

COM 603

Strategies for Professional Writing

This is an advanced writing course designed to show participants how to write effectively the documents common to the worlds of business and professions. The course is designed to develop writing and editing skills that participants can use in meeting the writing needs of their professional lives. In addition, the course provides practical instruction in how to effectively manage the writing of others.

COM 604

Communication Research Methods

This course introduces graduate students to qualitative and quantitative research methods, including experimental, survey, textual analysis, and ethnography. The course will also include an examination of how research can be applied in professional settings.

Prerequisite: COM 600

COM 605

Practicum

This course will provide students with the opportunity to integrate classroom learning with professional employment through a supervised experience at an approved placement site. The practicum will stress the development of the student through enhanced opportunities and challenges in a professional setting. Choice of practicum site and project will be developed by the student through consultation with a faculty member and with the cooperating company or institution.

Prerequisite: 18 credit hours in Professional Communication and COM 604

COM 608

Intercultural Communication and Organizational Life

This course explores the multitude of issues that surround the notion of cultural diversity, which are the bases for the study of intercultural communication. Special emphasis will be given to how culture is communicated and interpreted by person of diverse backgrounds. Within this matrix, the course will explore a variety of communication issues pertinent to professional and organizational life.

COM 610

Approaches to Interpersonal Communication

This course focuses on the nature and function of interpersonal communication. Content incorporates advanced theories and research on interpersonal communication and their application to the practice of effective interpersonal communication in everyday and professional life.

COM 611

Communication Technologies

This course is designed to explore the role of new communication technologies in society. The course will cover the history, the future, and the impact of communication technology on the community.

COM 612**Approaches to Organizational Communication**

This course provides advanced study of the theoretical and conceptual aspects of organizations and organizational communication and of their application to practice. The course explores methods for the analysis and evaluation of organizational communication networks and for the planning and development of communication intervention strategies.

COM 613**Approaches to Public Relations**

This course explores public relations as the management of communication between an organization and its various internal and external stakeholders. It examines theoretical and conceptual frameworks with an eye toward the practical application of appropriate ethics, decision-making, research analysis, design, implementation, and evaluation strategies.

COM 614**Communication Conflict Management**

This course focuses on the nature and function of healthy and unhealthy communication conflict. Content incorporates theories of conflict and the application of effective conflict management.

COM 615**Persuasion**

This course focuses on the different theories, approaches, research methods, and applications for persuasion in a variety of communication contexts and media.

COM 616**Group Communication**

This course weaves theory of small group interaction with a focus on the practice of participating in groups. Emphasis is placed on factors affecting and affected by symbolic exchanges in task groups. Specific topics include group climate, group decision-making, and leading groups.

COM 617**Communication Management Media & Public Relations**

The focus of this course is to analyze an organization's internal and external communication challenges through needs assessment techniques and effective planning strategies.

COM 618**Professional Media Production**

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement these pre-production, production, and post-production practices in developing messages for corporate and institutional audiences.

COM 619**Public Relations Campaigns**

The course will introduce students to the process of planning and implementing public relations campaigns. Students will examine techniques for developing and managing public relations campaigns for internal and external audiences. Students will also review historic and contemporary public relations campaigns for both their effectiveness and their social implications.

Master of Arts in Theological Studies, Pastoral Ministry, and Liturgical Practice

Director

Francis Berna, OFM, Ph.D.

Faculty

Professors: Efroymson (Emeritus), Kelly, Ramshaw

Associate Professor: Campos

Assistant Professors: Devlin, Dougherty, Pastis

Lecturers: Bartle, Brame, Dolan, Godzieba, Hallahan, Lathrop, McCarthy, McCoy, Raphael, Ryan, Scott, Whalen

Visiting Professors: Bornemann, Prusak

Description of Program

La Salle's Master of Arts in Theological Studies, Pastoral Ministry and Liturgical Practice provides a solid theological education, preparing students for lay ministry in the church, as well as providing a foundation for more advanced studies. Roman Catholic in its orientation, the program seeks to foster a truly ecumenical spirit with a faculty and student body representing various Christian churches and faith traditions.

The graduate programs in theological, pastoral and liturgical studies are both full-time and part-time programs. Classes are held in the evenings and on Saturdays during the Fall and Spring semesters and in the morning, afternoon and evening during the Summer sessions.

Concentrations are available in three distinct areas: Theological Studies, Pastoral Ministry and Liturgical Practice. Each is characterized by a distinct Lasallian methodology combining academic excellence, theological reflection and practical application.

The Theological Studies track concentrates on research and the systematic study of biblical, dogmatic and spiritual theology. Graduates are able to articulate a sound contemporary theology which takes into account the cultural and socio-economic context of people's lives.

The Pastoral Ministry track helps students investigate the issues and develop the skills that will enable them to become effective Christian ministers as religious educators and youth ministers. A concentration in Pastoral Counseling combines the academic study of Religion with courses in Counseling-Psychology.

The concentration in Liturgical Practice provides for the needs of those whose ministry intersects with liturgical planning for diocesan, parish and school ministries. Within a theological, theoretical, and historical framework, the program focuses on the practical concerns of the liturgical life and worship in a Christian community.

Methodologically, our programs of studies follow the centuries-old University tradition of education that is academically open to the diversity of events, ideas, and the physical and social sciences and technologies that shape our contemporary world. The programs empower students to investigate the historical religious, theological and pastoral traditions, establish a dialogue with contemporary culture, and use the resultant insights and skills to respond, in faith, to the fears, struggles, aspirations and achievements of contemporary men and women.

Admission Requirements

To be accepted for admission, an applicant must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education.
2. Unless a waiver is granted, a minimum of 26 credits in a combination of religion, theology, humanistic subjects, or ministry-related work.
3. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University as well as a letter of intent describing the applicant's academic and ministerial interests.
4. Two letters of recommendation.

The Application for Admission may be obtained by contacting:

Graduate Religion Programs
La Salle University
Philadelphia, PA 19141-1199
215/951-1335
E-mail: religion@lasalle.edu

Tuition and Fees 1999-2000

Application Fee	\$30
Tuition (per credit)	\$255
Registration Fee (per semester).....	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50

* Students registering for 8 or more credits pay \$40.

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

Progression Through the Program

The degree is 36 credits. For information about sequence of courses recommended for each concentration—Theological Studies, Pastoral Studies, and Liturgical Praxis—refer to the Curriculum Guide for these programs. Call 215/951-1335 for a copy.

Course Descriptions

FOUNDATION COURSES

RLE 501

Introduction to Biblical Studies

This course introduces students to the theory and application of biblical interpretation methods. Students will come to understand and learn to use historical-critical method: form, redaction, source, feminist, and post-modern criticism along with other recent approaches. Internet resources for biblical studies and biblical studies software will be introduced and evaluated.

RLE 503

Foundations of Christian Faith

This course offers the fundamental methods which will enable students to engage in the lifelong process of articulating a theology rooted in a developing personal and communal experience that continually dialogues with Scriptures, with diverse historical, religious, philosophical and theological traditions, and with the physical and social sciences.

RLE 505

Religion, Psychology and Culture

Mindful of the recommendation of Vatican II to "read the signs of the times," this course examines the place of religious imagination in a world vastly changed by recent scientific, sociopolitical, and economic revolutions. Particular attention is given to the impact of modern psychology. The accompanying global shift in human consciousness and understanding not only affects the secular context of people's lives, but has far-reaching implications for the theological and pastoral enterprises as well. The course will examine the rise of modernism and the modern self, religious imagination, questions of social justice and a global ethics.

RLE 507

Church and Ministry

This course will critically examine the identity and praxis of the community called Church. Particular attention will be devoted to the ways in which the church has understood and expressed itself in the past, to the issue of leadership structures and their relation to the ministry of all the baptized, to the initiatives for ecumenical unity, and to the scope of the mission of a "world church" acting as a critical dialogue partner with the pluralist and secular world of our time.

RLE 509

Christology

Using the contributions of critical biblical scholarship, this course will first reconstruct, from the various Gospel accounts, the traces of what Jesus said and did during his ministry. The way Jesus seems to have faced death will be compared with the way his death and resurrection were interpreted by the early church. Moving through the Christological developments of the second to the eighth centuries, the course will finally consider how contemporary human experience impacts on current theological interpretations of Jesus and his meaning for our times.

RLE 511

Ritual and Sacraments

After exploring the social and psychological foundations for human ritual, the course will consider the sacramental character of creation and incarnation. Particular attention will be given to developing an understanding of Jesus as the primordial sacrament, and on Church as the continuing sacrament of Jesus. Consideration of the sacraments as actualizations of the Church will be complemented with a study of the historical development of the sacraments in the different Christian traditions. Students will apply theology to sound liturgical practice in parish, school and family.

RLE 513

Principles of Moral Theology

Participants will explore the foundation of Christian ethics, with a concentration on these and similar questions: On what basis do people decide how to make moral choices? Why do we take the moral stands we do on issues facing the churches and society? Do Christians have different ways of making decisions than people from other religious or secular traditions? The course examines philosophical, sociological and theological perspectives to these questions.

ADVANCED COURSES – BIBLICAL AND THEOLOGICAL STUDIES

RLE 601

Torah and Early Israel

The history and faith of Israel are examined from the earliest beginnings through the reign of Solomon. The text is interpreted with regard to the cultural context of the Ancient Near East. The early prophetic tradition is explored in light of Torah and the historical writings of the Hebrew Scriptures. Special attention is given to the theological significance for Christian faith.

RLE 602

The Prophets

This course studies the prophets of Israel and the world in which they lived, from the division of the Israelite kingdom to the Maccabean period, to understand their message as well as the nature of the prophetic tradition and its relevance for the church today.

RLE 603

The Writings

While giving special emphasis to the book of Psalms, the Five Scrolls, Job and other wisdom materials, this course offers a study of the cultic and wisdom traditions in Israel. Special attention is given to the significance of the Psalms and Wisdom for Christian theology and devotion.

RLE 615

The Synoptic Gospels

This course explores the origins, structure and general character of Matthew, Mark and Luke with special emphasis on the theological thrusts of each gospel. Select pericopes, chosen to create an awareness of the difficulties and problems of New Testament interpretation, are taken for extensive exegesis.

RLE 616**Johannine Writings**

With consideration of the context of the historical situation of the community in which and for which the Johannine texts were written, this course offers an examination of the Gospel and Letters of John. Emphasis is given to the theology (Christology, Ecclesiology, Eschatology, Ethics) of the texts and their significance for contemporary Christian faith.

RLE 617**The Letters and Theology of Paul**

The central topic of this course is an analysis of the authentic Pauline letters, the situation and conflicts which provoked them, and the theology in and behind them. Other letters attributed to Paul (the "deutero-Pauline" literature) will also be considered.

RLE 631**The Documents and Theology of Vatican II**

Students will review the historical context which gave rise to the Council as well as the most important documents produced by Vatican II. After a thorough consideration of the theologies present in conciliar texts, students will explore the implementation and development of the Council's teachings in the contemporary Church.

RLE 632**Theologies of Liberation**

While offering an in-depth consideration of the Liberation theology developed in Central and South America, the course will also provide an overview of feminist and Black theologies. Some attention will be given to the foundation of liberation theologies in the political theology of Western Europe and the general struggle for human freedom as an essential component of Gospel faith.

RLE 633**Women and Religion**

Students will explore questions of method and concepts of gender, patriarchy, feminism, and liberation as they appear in studies of women and religion. Emphasis will be given to the perspectives which feminist theologians contribute to the theological enterprise based on a critical analysis of established feminist authors. Consideration will be given to the ways in which feminist thought provide renewed understandings of male and female identity.

RLE 641**Sacraments of Initiation**

This course investigates the sacramental dimensions of Christian Initiation in the Early Church and the historical factors that contributed to the dissolution of the rite in the west. The biblical foundations and theology of Baptism, particularly as developed in the letters of Paul, will be complemented with a study of the development of Confirmation. A consideration of the New Testament theology of the Eucharist and an exploration of the implications of restoring the process of the rites in the contemporary Church will complete the course.

RLE 643**The Eucharist**

This course has two aims. The first is to offer a solid historical and theological understanding of Eucharist as a sacrament of the Christian community. The second aim is to apply the insights offered by a historical perspective and the work of contemporary theologians to the work of celebrating the Eucharist in today's parish. Consideration will also be given to topics such as Eucharistic devotion and the Sunday gathering of the Catholic community in the absence of a priest.

RLE 645**Sacraments of Reconciliation and Vocation**

Attentive to the historical development of the sacraments of Reconciliation, Marriage, Holy Orders, and the Anointing of the Sick, the course will also highlight the particular theology operative in the contemporary practice of the rites. The themes of relationship, commitment, forgiveness, service and leadership will be explored as dimensions of Christian living in faith and hope.

RLE 647**Human Sexuality and Christian Marriage**

Drawing on the contributions of contemporary natural and social sciences, the course will provide a critical investigation of the historical and ideological understandings of human sexuality. Building upon the notion of human sexuality and love as dimensions of human holiness, attention will be given to considering Christian marriage as a sacramental event in contemporary theological reflection as well as in historical expression.

RLE 651**Moral Issues in Today's Health Care**

Although health care began as a ministry of the Church, it is now secularized and commercialized, especially in the United States. Ethical questions arise as a result of this shift and the course will examine them. Topics, among others, include patient autonomy, the right to life, euthanasia, reproductive technologies, abortion, genetic engineering, research ethics and the cost of health care. Secular as well as religious approaches will be studied.

RLE 653**Professional and Business Ethics**

Catholic social teaching in general and the U.S. Bishops pastoral letter on the economy, in particular, provide a perspective for the practice of corporate business in the present culture of the United States. This course intends to explore the ethical implications of social teaching which upholds the rights of labor, insists on the dignity of the worker, and advocates a responsible distribution and use of the world's goods. While the major emphasis is on responsibility in corporate enterprise the course also gives perspective to other professionals who provide service through profit and not-for-profit structures.

RLE 661**The Tradition of the Mystics**

This course includes both a study of the nature of mysticism in the Judeo-Christian tradition and the study of selected writings from representatives of that traditions. Consideration will be given to the physical, psychological and social dimensions of mystical experience as well as a theological understanding of the mystic's encounter with the Holy.

RLE 663**The Spiritual Classics**

The human search for God takes a variety of forms in the Christian tradition. This course explores the path of holiness given in the writings of significant men and women from the early and Medieval periods of Christianity through the Reformation.

RLE 665**Contemporary Spirituality**

This course focuses on the dynamics and authors on the spiritual life in post-Reformation Christianity. Consideration will be given to European spiritualities of the 17th through 20th centuries and to American movements. Beyond what is generally deemed traditional Christian spirituality the course will propose some examination of Creation and New Age spiritualities, modern Evangelical Christianity, feminist and liberation spiritualities,

670-671 Special Topics: Biblical Studies**675-676 Special Topics: Theological Studies****ADVANCED COURSES: PASTORAL STUDIES****RLE 701****Serving and Administering Faith Communities**

This inter-disciplinary course provides insights from the secular disciplines on administration and management of groups of people as well as pastoral principles on the nature and function of leadership in Christian communities. It will address the various types and goals of communities of faith, the diversity of interactive and relational dynamics, the multiplicity of human needs and services, and correspondingly, the various ways in which the ministry of leadership can be implemented.

RLE 703**Multicultural Perspectives on Ministry**

Major cultural, ethnic, racial and religious traditions co-existing in contemporary American communities are challenging Church and ministry. The purpose of this course is to appreciate their potential reciprocal contribution to the development of a global, interdependent Christian community. Emerging leadership insights as to how to create and empower a multicultural Christian community around issues and interests will be explored.

RLE 705**Church Accounting and Finance**

This course reviews some fundamental principles of accounting and finance with a particular emphasis on not-for-profit regulations. In addition the course helps the manager of church finances to understand his or her contribution to church ministry. Attention will be given to dealing effectively with voluntary and compensated church ministers, church structures and canon law.

RLE 707**Canon Law for Parish Ministry**

After reviewing the basic principles of the Revised Code of Canon Law, students will examine the sections of the Code which pertain most directly to parish ministry. These sections include regulations concerning the celebration of the sacraments, parish administration, pre-marriage requirements and procedures for nullity.

RLE 710**Religious Imagination and Models of Religious Education**

Dynamic images, metaphors and visions guide the theory and practice of church life. This course seeks to explore the development of appropriate models of religious education relative to the distinct visions of the Church in contemporary culture. Various models will be explored in terms of their conceptual framework, operating principles, strengths and limitations.

RLE 711**Leadership and the Ministry of Religious Education**

The communication, decision-making, and evaluative skills needed by educational leadership to meet the challenges of personal and community conversion are the central themes of this course. Participants will examine contemporary spirituality and leadership skills that promote community advancement. Strands of spirituality and systems of reflective group process will be examined for their underlying energizing principles that nurture shared responsibility, curricular interdependence, creative problem-solving and the empowerment of people. Participants will articulate a personal and community vision reflecting transforming spirituality and enlightened leadership.

RLE 713**The Teaching and Healing Ministry of Jesus**

This course is designed to offer a theological examination of the most recent developments in contemporary Christology. Emphasis will be given to his most characteristic title "Teacher" and to the most attractive feature of his ministry, his power to heal spiritual and physical ills. Throughout the course there will be a constant reference to the implications of a lived, prayerful relationship with Jesus the Christ for personal commitment and for one's ministry in parish, classroom and home.

RLE 715**Sacramental Catechesis**

The course examines the process called "catechesis," its functions and dynamics, and applies the conclusions to sacramental preparation and formation programs for all ages throughout a lifetime. Its primary purpose is to help students develop programs by which the sacramental preparation of Christians of all ages is made more effective personally, and more conducive to the emergence of community.

RLE 717**Parish Youth Ministry**

Parish youth ministry is moving beyond youth group and religious education models. The ministry requires a comprehensive approach. This course will provide a renewed vision for youth ministry and practical programmatic approaches and strategies for proclaiming the Gospel, connecting young people to the faith community, and calling youth to discipleship.

RLE 719**Pastoral Care of the Adolescent**

An exploration of the developmental stage called Youth from a psychological, behavioral, social, emotional and moral perspective serves as the foundation for this course to explore the faith and views of young people. Attention will be given to skills needed for youth to develop healthy personal, social and professional relationships. Practical interventions and guidelines are stressed throughout the course.

RLE 721**Introduction to Pastoral Counseling**

This course will address the issues that make Pastoral Counseling a unique orientation to counseling psychology. The totality of human experience is addressed, the spiritual as well as the psychological, as the basis for therapeutic intervention. The basic dynamics and approaches are reviewed along with a brief history of the model. It challenges students to identify their resources of faith, meaning and value.

RLE 723**Counseling the Adolescent**

After identifying the particular developmental tasks for adolescence and young adulthood, this course introduces various counseling approaches to help young people achieve their desired goals. Attention will be given to individual and systems approaches for the troubled adolescent as well as developing a supportive relationship to assist in the more general patterns of growth.

RLE 725**Ministry to Families in the Face of Loss**

The course will address issues of loss and mourning experienced by families as a result of physical and mental disability, job loss, aging, illness and death. It will present an understanding of the psychological and relational impact of loss with particular reference to those who minister to families in the face of loss.

RLE 730**Understanding the Human Encounter with Death**

This experientially oriented course will explore contemporary psychological approaches to death, dying, and bereavement from a spiritual perspective. Through a variety of learning modalities including lectures, discussion, guest speakers, videos, personal sharing, journal writing, meditation and other self-awareness exercises, we will focus on four interrelated areas: 1) personal grief journey; 2) the psychology of death and bereavement; 3) specific skills in ministering to the dying and bereaved, and; 4) human mortality, life after death and questions of "ultimate concern."

RLE 731**Psyche, Spirit and the Quest for Wholeness**

The course explores the meeting of psychology and religion in the works of C.G. Jung, Abraham Maslow and other contemporary transpersonal psychologists. The course investigates specific methods for actualizing one's spiritual potential. Through lectures, readings, class discussions and journal writing, students will examine the process of coming to wholeness in their lives, in their ministry and with the culture as a whole.

LITURGICAL STUDIES**RLE 740****Personal, Communal and Liturgical Prayer**

This course will investigate the theological foundations of prayer, while studying the biblical roots of prayer, the prayer of Jesus, and the major traditions of personal, communal and liturgical prayer in the historical Christian communities. It will confront the distinct problems faced by contemporary men and women in their lives of prayer. It will offer guidance to ministers intent on helping people develop personal and communal models of prayer, and involving them specifically in the liturgical prayer of the Church.

RLE 743**Celebrating the Rites of the Catechumenate**

The rites of the process of Christian initiation of adults will be studied from historical, theological, liturgical and pastoral perspectives. Beginning with the text of the Rite of Christian Initiation of Adults, students will reflect on the order and integrity of each of the rites. Working from this foundation, they will explore appropriate ritual adaptation and will receive guidance for the adapting and enrichment of the rites.

RLE 745**American Worship**

Students will investigate American worship patterns. The course will be based on regular visiting of Sunday and midweek liturgies. Students will analyze diverse Christian worship patterns in order better to understand the strengths and weakness of their own patterns. Particular attention will be given to worship services in Christian denominations that are usually considered non-liturgical.

RLE 747**Eucharist and the Japanese Tea Ceremony**

Students will learn to perform the Japanese Tea Ceremony both for its own sake and for comparison with the Christian Eucharist. The philosophy of the Tea ceremony will also be studied and compared with a Christian liturgical life.

RLE 749**Multicultural Traditions on Liturgy**

With the increasing cultural diversity of traditional Christian churches, this course attempts to help the student explore ways to integrate various cultural traditions in the community's worship. Appreciating the directive for inculturation of the liturgical rites in the Roman Church, students will apply the fundamental dynamic to other churches as well. The topic of incorporating different cultural traditions and offering separate worship opportunities will be explored.

RLE 751**Liturgical Art and Environment**

Focusing on both church design as well as church art, liturgical objects and vesture, this course will examine the theology and spirituality suggested by the environment and art of different historical periods. The question will be raised, "What is appropriate art and architecture for twenty-first century America?" Issues regarding contemporary church design, the reordering of space and art appropriate to a particular community will be explored. Visits to local churches and liturgies will afford considerations of historic design and liturgical adaptation.

RLE 753**Liturgical Music**

This course offers a study of both the history of liturgical music and the practical considerations for the use of music in contemporary worshipping communities. Students will have the opportunity to apply general theory to a variety of liturgical settings.

RLE 770 Special Topics: Ministry**RLE 771 Special Topics: Ministry****RLE 775 Special Topics: Liturgy****RLE 776 Special Topics: Liturgy****RLE 780****Independent Study**

In consultation with the program director, a student can contract to study independently a topic not offered in the regular curriculum. The student will propose a topic, develop a tentative bibliography and identify a faculty member from the University willing to direct the course of study. The course may be for three or six credits.

RLE 785**Ministry Practicum**

With the approval of the program director, a student can contract for a supervised ministry practicum. The ministry may be the student's regular employment or a temporary position. The student will outline goals for the experience, develop a reading list and propose a final project. A regular member of the faculty will serve as the practicum supervisor and evaluate the final project. The course may be taken for three or six credits.

RLE 790**Integrative Project and Seminar**

Students complete a major project exploring a topic related to their concentration in theology, pastoral ministry or liturgical studies. The project may take the form of a major research paper, a methodological reflection on supervised experience, or a creative presentation. Students work independently with a faculty mentor and are required to meet with other participating students and mentors for periodic seminars. An initial plan for the project must be approved by the director of the program prior to establishing an agreement with a faculty member for the independent study. Students will have one year from the time of registration to complete the project. The course is for three credits.

Master of Science in Nursing (MSN)

Director

Janice M. Beitz, Ph.D., R.N., CS, CNOR, CWOCN

Faculty

Professor: Wolf

Associate Professors: Becker, Beitz, Giardino, Heinzer, Kinsey

Assistant Professors: Frizzell, Haas, Hutelmyer, O'Brien, Reinhardt, Serembus, Zurakowski, Zuzelo

Description of Program

The program of study may be completed in any of six tracks: Adult Health Illness—Clinical Nurse Specialist, Nursing Administration/MBA, Nursing Anesthesia, Primary Care of Adults—Nurse Practitioner, Primary Care of Families—Nurse Practitioner, Public Health Nursing. The curriculum reflects a balance between liberal and professional education, and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of qualified faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree in Nursing from an NLN accredited program. Coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course.
2. Current R.N. licensure in Pennsylvania.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. Students in the MSN/MBA dual degree program take the Graduate Management Admission Test (GMAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE and GMAT scheduling is also available from the Counseling Center.
4. Two letters of reference from professors or supervisors. At least one reference must be an academic reference.
5. A statement of philosophy
6. Professional liability insurance
7. Personal health insurance
8. One-year work experience as a registered nurse
9. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University

The Application for Admission may be obtained by contacting:

Dr. Janice M. Beitz, Director
Graduate Nursing Program
La Salle University
Philadelphia, PA 19141
215/951-1413
msnapn@lasalle.edu

Tuition and Fees 1999-2000

Application Fee	\$30
Tuition (per credit)	\$495
Registration Fee (per semester)	\$20*
Instructional Technology Fee (per course) ...	\$10
Reinstatement Fee	\$50

* Students registering for 8 or more credits pay \$40.

Tuition Assistance

Professional Nurse Traineeship funding is available. Consult with the Director of the Program regarding eligibility.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

Progression Through the Program

The following is presented as a model for progression through the Master of Science in Nursing program. Individual plans for progression will be determined for each student in consultation with the program Director.

Required for Degree: 41 to 45 graduate credits (depending on track)

Core: Required of students in all tracks (12 credits)
NUR 604 Research and Theory I
NUR 605 Research and Theory II
NUR 607 Advanced Practice Nursing and Administration in Health Care Delivery Systems
NUR 608 Population-Based Care and Advanced Practice Nursing

Track: Requirements vary with specialization chosen
(29 to 35 credits)

Adult Health and Illness—Clinical Nurse Specialist

NUR 616
 NUR 617
 NUR 618
 NUR 620
 NUR 621
 NUR 625
 NUR 626
 2 electives

Nursing Anesthesia

NUR 616
 NUR 617
 NUR 618
 NUR 681
 NUR 682
 NUR 683
 NUR 684
 NUR 685
 NUR 686
 NUR 687
 NUR 688
 NUR 689
 No electives

Primary Care of Adults—Nurse Practitioner

NUR 616
 NUR 617
 NUR 618
 NUR 660
 NUR 661
 NUR 665
 NUR 666
 2 electives

Primary Care of Families—Nurse Practitioner

NUR 615
 NUR 616
 NUR 617
 NUR 618
 NUR 636
 NUR 660
 NUR 661
 NUR 665
 NUR 666
 No electives

Public Health Nursing

NUR 635
 NUR 637
 NUR 650
 NUR 651
 NUR 655
 NUR 656
 MBA 610
 2 electives

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

This dual degree program prepares nurses for leadership positions in a reformed health care system in all types of nursing and health care practice settings. The curriculum focuses on the discipline of nursing, management, and business and emphasizes the delivery of quality health care services. Graduates participate fully in the strategic and operational activities of health care agencies.

Nursing Courses

NUR 604
 NUR 605
 NUR 607
 NUR 608
 NUR 640
 NUR 645
 NUR 646

MBA Courses

MBA 610
 MBA 615
 MBA 625
 MBA 630
 MBA 690
 MBA 691
 MBA 692
 MBA 810
 MBA 820
 MBA 830
 MBA 901
 MBA 902

Course Descriptions**Core Courses****NUR 604****Research and Theory I****3 credits**

This course explores the relationships among research, theory, and practice. Students examine the integration of theory in clinical, educational, and administrative areas of nursing. Critique of published research focuses students on the findings and methods of studies and the applicability of research findings to practical situations. Students develop a research question guided by a critical review of the literature. Various research designs are contrasted.

NUR 605**Research and Theory II****3 credits**

This course is a continuation of Research and Theory I (NUR 604). The student develops a research proposal that originates in a question derived from clinical practice. The course examines treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computer in data analysis. The research consumer and participant roles are emphasized.

Prerequisite: NUR 604.

NUR 607**Advanced Practice Nursing and Administration in Health Care Delivery Systems****3 credits**

This course examines the evolution of advanced nursing practice and administration in the context of changing health care delivery systems. Students investigate health care policy development and examine systems of delivering patient care

in relation to financial, ethical, legal, social, legislative, political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students explore interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health care environment. This course meets the standards of care and professional performance as published in the Scope and Standards of Advanced Practice Registered Nursing.

NUR 608**Population-Based Care and Advanced Practice Nursing**
3 credits

In this course students investigate the roles of advanced practice nurses in meeting the health care needs of diverse populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts and needs assessment approaches for vulnerable populations. They examine the diverse needs of different ethnic and racial groups in a clinical or community setting.

Track Courses

Adult Health Tracks

NUR 616**Assessment of the Adult in Health and Illness****3 credits**

This course addresses the health assessment of clients using a framework of physiologic, psychosocial and physical examination data. Students explore history taking methods and principles of physical assessment to determine the client's potential and actual health problems. The purpose of the course is to enable the student to develop skills necessary to evaluate the holistic health status of adults. It combines the principles and generalizations of nursing and other sciences with the nursing care of patients. Clinical problems are analyzed. Students advance in knowledge, clinical judgment, differential diagnosis and decision making skills.

Prerequisites: Core, NUR 617, NUR 618

NUR 617**Pharmacology****3 credits**

The purpose of this course is to expand the study of the actions and effects of drugs on the human system. The student will analyze the scope of legal and professional nursing responsibilities related to pharmacology in an expanded nursing role. The student will study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents in clinical practice.

Prerequisite: NUR 618

NUR 618**Pathophysiology****3 credits**

The integration of physiological principles to clinical practice. The correlation of physical manifestations with pathological interferences. Recognizing changes in client status, interpreting physiological data, and utilizing this information in formulating nursing care. Nursing implications of current diagnostic studies

and pharmacological treatments will also be addressed.

Prerequisite: Core

NUR 620**Biopsychosocial Processes I: Care of Adults in Health and Illness****3 credits**

This course focuses on the identification and analysis of biopsychosocial and cultural processes in relation to health and healing in human systems. The student evaluates the complex influences of biological, social, and physical ecology in light of their effects on the health of adults. The leading adult diseases in the United States are emphasized. In addition, nursing interventions for adults with these problems are evaluated from nursing caring orientation and from the service orientations of health promotion, disease prevention, health maintenance, and health restoration.

Prerequisite: NUR 616

Co-requisite: NUR 625

NUR 621**Biopsychosocial Processes II: Care of Adults in Health and Illness****3 credits**

This course is a continuation of NUR 620, which explores biopsychosocial and cultural processes in relation to health and healing in human systems. The student evaluates significant health problems which represents the leading causes of mortality and morbidity among adults in the United States. At the same time, nursing interventions for adults with these problems are evaluated from nursing's caring orientation and from the service orientations of health promotion, disease prevention, health maintenance, and health restoration.

Prerequisites: NUR 616, NUR 620

Co-requisite: NUR 626

NUR 625**Field Study in Adult Health and Illness I****4 credits**

This seminar and preceptored practicum course is designed to integrate theory, practice, and research as the basis for clinical practice. The nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health care services. In this course, health promotion and health maintenance services are emphasized. Clinical practicums are structured according to the needs of the graduate student. The classroom seminars provide a forum for discussion of the roles of the advanced practitioner. The practicums and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings.

Prerequisite: NUR 616

Co-requisite: NUR 620

NUR 626**Field Study in Adult Health and Illness II****4 credits**

A continuation of NUR 625 in which the preceptored clinical practicums and seminars explore the needs and responses of healthy and ill adults who require nursing care. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. The student investigates the characteristics and functions of the

advanced generalists role in relation to clinical problems. Clinical practicums are structured according to the needs of the graduate student. The seminars provide a forum for discussion of various roles and advanced generalists nursing practice. The practicums and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings.

Prerequisite: NUR 625

Co-requisite: NUR 621

NUR 660

Primary Care of Adults I

3 credits

This course focuses on the differential diagnosis and management, both pharmacological and non-pharmacological, of common primary health problems in adults. Using guidelines established in Healthy People 2000, the student will evaluate health habits leading to disease and implement strategies for health promotion, disease prevention, health maintenance, and health restoration. Patient education and counseling techniques will be addressed.

Prerequisites: Core, NUR 616, NUR 617, NUR 618

Co-requisite: NUR 665

NUR 661

Primary Care of Adults II

3 credits

This course is a continuation of NUR 660 and continues to focus on the differential diagnosis and management, both pharmacological and non-pharmacological, of common primary health problems in adults. Using the guidelines established in Healthy People 2000, the student will evaluate health risks, and implement strategies for health promotion, disease prevention, health maintenance, and health restoration. Patient education and counseling techniques will be addressed.

Prerequisite: NUR 660

Co-requisite: NUR 666

NUR 665

Field Study in Primary Care of Adults I

4 credits

This course focuses on the provision of primary care to adults. Clinical experiences in the differential diagnosis and management of common adult problems are precepted by primary care providers. Clinical conferences focus on the process of clinical reasoning through the case presentation method. Pharmacological and non-pharmacological management of disease will be addressed. Seminars focus on the skills of the nurse practitioner.

Co-requisite: NUR 660

NUR 666

Field Study in Primary Care of Adults II

4 credits

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment. Primary care preceptors assist students as they refine their skills. Clinical conferences focus on the process of clinical reasoning through the case presentation method. Pharmacologic and non-pharmacologic management of disease will be addressed.

Prerequisite: NUR 665

Co-requisite: NUR 661

Family Health Track

NUR 615

Family Health Nursing

3 credits

This course explores theoretical perspectives on the family and analyzes factors influencing family health. Students examine the life cycle of the family, including the transitions of childbearing, the prenatal period, childrearing, and bereavement. Health promotion interventions are proposed for families with chronically and acutely ill members. Plans of care for families in hospital and community settings are proposed.

NUR 616

Assessment of the Adult in Health and Illness

3 credits

This course addresses the health assessment of clients using a framework of physiologic, psychosocial and physical examination data. Students explore history taking methods and principles of physical assessment to determine the client's potential and actual health problems. The purpose of the course is to enable the student to develop skills necessary to evaluate the holistic health status of adults. It combines the principles and generalizations of nursing and other sciences with the nursing care of patients. Clinical problems are analyzed. Students advance in knowledge, clinical judgment, differential diagnosis and decision making skills.

Prerequisites: Core, NUR 617, NUR 618

NUR 617

Pharmacology

3 credits

The purpose of this course is to expand the study of the actions and effects of drugs on the human system. The student will analyze the scope of legal and professional nursing responsibilities related to pharmacology in an expanded nursing role. The student will study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents in clinical practice.

Prerequisite: NUR 618

NUR 618

Pathophysiology

3 credits

The integration of physiological principles to clinical practice. The correlation of physical manifestations with pathological interferences. Recognizing changes in client status, interpreting physiological data, and utilizing this information in formulating nursing care. Nursing implications of current diagnostic studies and pharmacological treatments will also be addressed.

Prerequisite: Core

NUR 636

Primary Care of Families: Women and Children

6 credits

This course presents the principles of primary care, emphasizing health promotion and disease prevention for the child from birth through adolescence, and women's health care both pregnant and nonpregnant. Pathophysiological alterations, developmental stages, family, culture, and societal influences will be addressed, along with primary care management of the health problems of women and children. Students will increase clinical reasoning skills to manage minor and chronic illnesses

as well as meet the health promotion needs of individuals and families in ambulatory care settings. Specific emphasis will be placed on the objectives from *Healthy People 2000* for women and children services.

Prerequisites: NUR 661, NUR 666

NUR 660

Primary Care of Adults I

3 credits

This course focuses on the differential diagnosis and management, both pharmacological and non-pharmacological, of common primary health problems in adults. Using guidelines established in *Healthy People 2000*, the student will evaluate health habits leading to disease and implement strategies for health promotion, disease prevention, health maintenance, and health restoration. Patient education and counseling techniques will be addressed.

Prerequisites: Core, NUR 616, NUR 617, NUR 618

Co-requisite: NUR 665

NUR 661

Primary Care of Adults II

3 credits

This course is a continuation of NUR 660 and continues to focus on the differential diagnosis and management, both pharmacological and non-pharmacological, of common primary health problems in adults. Using the guidelines established in *Healthy People 2000*, the student will evaluate health risks, and implement strategies for health promotion, disease prevention, health maintenance, and health restoration. Patient education and counseling techniques will be addressed.

Prerequisite: NUR 660

Co-requisite: NUR 666

NUR 665

Field Study in Primary Care of Adults I

4 credits

This course focuses on the provision of primary care to adults. Clinical experiences in the differential diagnosis and management of common adult problems are precepted by primary care providers. Clinical conferences focus on the process of clinical reasoning through the case presentation method. Pharmacological and non-pharmacological management of disease will be addressed. Seminars focus on the skills of the nurse practitioner.

Co-requisite: NUR 660

NUR 666

Field Study in Primary Care of Adults II

4 credits

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment. Primary care preceptors assist students as they refine their skills. Clinical conferences focus on the process of clinical reasoning through the case presentation method. Pharmacologic and non-pharmacologic management of disease will be addressed.

Prerequisite: NUR 665

Co-requisite: NUR 661

Nursing Anesthesia

NUR 616

Assessment of the Adult in Health and Illness

3 credits

This course addresses the health assessment of clients using a framework of psychosocial and physical examination data. Students explore history taking methods and principles of physical assessment to determine the client's potential and actual health problems. The purpose of the course is to enable the student to develop skills necessary to evaluate the holistic health status of adults. It combines the principles and generalizations of nursing and other sciences with the nursing care of patients. Clinical problems are analyzed. Students advance in knowledge, clinical judgment, differential diagnosis and decision making skills.

Prerequisite: NUR 617

NUR 617

Pharmacology

3 credits

The purpose of this course is to expand the study of the actions and effects of drugs on the human system. The student will analyze the scope of legal and professional nursing responsibilities related to pharmacology in an expanded nursing role. The student will study principles of drug therapy, mechanism of action, and selection of pharmacologic agents in clinical practice.

Prerequisite: NUR 618, Core or Special Permission

NUR 618

Pathophysiology

3 credits

This course investigates physiological principles and clinical practices and correlates physical manifestation with pathological interference. It focuses on recognizing changes in client status, interpreting physiological data, and utilizing this information in formulating nursing care plans. Nursing implications of current diagnostic studies and pharmacological treatments will also be addressed.

Prerequisites: Core or Special Permission

NUR 681

Orientation to Study and Practice of Anesthesia

4 credits

A general orientation offered for the beginning student in anesthesia. This course includes topics in department management and policies, substance abuse, stress, psychology, the history of anesthesia equipment, monitoring equipment, anesthesia records, care plans and a broadfield orientation to principles of anesthesia administration.

NUR 682

Anatomy, Physiology and Pathophysiology I

4 credits

The course is divided in five segments:

The Cell – This course segment is designed to provide the student with a detailed study of the organization of the body at the cellular and tissue level. Emphasis is placed on: a) functional organization; b) homeostatic mechanisms; c) control systems; d) metabolism; e) genetic control; and f) cellular structure and function. Smooth and skeletal anatomy, as well as transport mechanisms are covered.

Respiratory I – This course segment presents an in-depth view of respiratory anatomy, physiology, respiratory reflexes, lung volumes, respiratory sounds, rates and types. Ventilators use and safety is stressed. Control of ventilation, oxygen and carbon dioxide transport, pulmonary diffusion and circulation are reviewed, along with ventilation perfusion abnormalities and pulmonary disease states. Endotracheal intubation using basic and advanced technique is also covered.

Cardiovascular Anatomy and Physiology – This course segment gives the student an introduction to the anatomy, physiology and pathophysiology of the cardiovascular system. An introduction to monitoring modalities, cardiovascular pharmacology and anesthetic agents and their effects on the cardiovascular pharmacology and anesthetic agents and their effects on the cardiovascular system are presented. A review of the electrophysiological system of the heart is also presented.

The Liver – This course segment presents a detailed review of the anatomy and physiology of the hepatic system. Pathophysiologic disease states are presented with a focus on their anesthetic implications. The role of the liver in the metabolism of anesthetic agents is also presented.

Autonomic Nervous System – This course segment reviews both the sympathetic and parasympathetic division of the nervous systems. The impact of anesthetic agents and their pharmacologic effects on the autonomic nervous system are also reviewed.

NUR 683

Pharmacology I

2 credits

An introductory course to the pharmacology of inhalational and intravenous anesthetic agents are presented. The pharmacodynamic and pharmacokinetic principles of anesthetic agents are reviewed.

NUR 684

Physics and Chemistry I

2 credits

This course introduces the student to the principles of inorganic chemistry that are applicable to anesthetic management. The gas laws, the physics of the anesthesia machine, electrical and environmental safety topics are reviewed. Further review of the base principles are also presented during the course.

NUR 685

Pharmacology II

3 credits

Local anesthetics and their effectiveness of use, intravenous and inhalational anesthetic agents are presented and reviewed in detail. Drug classification, mechanism of action, dosage and administration are presented for all local anesthetics, intravenous anesthetics and inhalational anesthetics utilized in anesthesia practice.

NUR 686

Anatomy Physiology and Pathophysiology II

4 credits

Cardiovascular II – The anatomy, physiology and pathophysiology of the cardiovascular system are reviewed in detail. Emphasis on disease entities and their treatment are presented during this lecture series. This course further reviews invasive monitoring, appropriateness of use, and the interpretation from these monitoring modalities. This course

is correlated with the students' Open Heart Rotation at Temple University Hospital.

Endocrine – An in-depth study of the anatomy, physiology and pathophysiology of the endocrine system is reviewed. The effect of anesthetic agents on the endocrine system and its impact on anesthesia are presented.

Excretory System – This course segment gives the student an in-depth review of the anatomy, physiology and pathophysiology of the excretory system. Emphasis is placed on the physiology of urine formation, principles of the body's buffering system and the effect of anesthetics on the renal system.

Respiratory II – This course segment builds on the anatomy, physiology and pathophysiology from Respiratory I. Individual respiratory presentations are incorporated into the conclusion of this course. This course is offered in conjunction with the students' 40 hour clinical respiratory rotation. Guest speakers from Respiratory Therapy and Pulmonary Medicine enhance this portion of the curriculum.

Central Nervous System – An in-depth presentation of the central and peripheral nervous systems is presented. The anatomy, physiology and pathophysiology of the nervous system is reviewed for the pharmacology of anesthetic agents and their impact on the nervous system.

NUR 687

Chemistry and Physics II

2 credits

A continuation of the study of chemistry and physics is presented. Organic chemistry and its relation to anesthesia is also reviewed.

NUR 688

Advanced Principles of Practice

4 credits

An in-depth study of anesthesia for the following surgical procedures and practices: Pediatrics, Obstetrics, Cardio-thoracic, Geriatric, Neuro, Trauma and burns, Orthopedic, ENT (Plastic and Eyes), Out-Patient Anesthesia, Genitourinary, Gastrointestinal, Laser, Laparoscopy, Pain Management, Uncommon Diseases, and Hematologic Disorders.

NUR 689

Professional Aspects

2 credits

This course has been designed to help the students make a smooth transition from student nurse anesthetist to that of a graduate nurse anesthetist practitioner. The following items are presented: Resume writing, the interview, healthcare and benefit packages, variety of work settings, standards of nurse anesthesia practice.

Public Health Track

NUR 635

Health Policy and Program Planning

3 credits

Policy formulation and implementation is an expected community health nursing intervention. This course will allow the students an opportunity to develop and strengthen their skills in this area. Health policies will be viewed from a historical perspective; current issues will be discussed. The social,

economic, legal, ethical, and political environments which influence policy development will be explored. Students will be introduced to program planning and evaluation and will examine the relationship of these processes to policy analysis and formulation.

Prerequisites: Core, MBA 610

NUR 637

Epidemiology

3 credits

This course focuses on the concepts, principles, and uses of epidemiology in the analysis of the determinants of health and disease. Population-based collection and analysis of health data and its relationship to the utilization of health services will be emphasized. Application of epidemiological methods to communicable and chronic diseases will be discussed and critically analyzed.

NUR 650

Community Health Nursing I

3 credits

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Content will also include the scope and standards of practice for public health nursing as well as an exploration of leading public health problems.

Prerequisites: Core, NUR 635, NUR 637, MBA 610

Co-requisite: NUR 655

NUR 651

Community Health Nursing II

3 credits

This is the second of two course designed to provide the theoretical foundations necessary for advanced public health/community health nursing practice. The integration of leadership and change processes within the scope of public health nursing practice is emphasized.

Prerequisites: NUR 650, NUR 655

Co-requisite: NUR 656

NUR 655

Field Study in Community Health Nursing I

4 credits

This seminar and precepted practicum course is designed to integrate theory, practice, and research as the basis for clinical practice. The seminar provides students with an opportunity for carrying out the first half of a community health project. The emphasis is on community assessment and organization as well as priority setting. This ongoing project will be completed in NUR 656.

Prerequisites: NUR 635, NUR 637, MBA 610

Co-requisite: NUR 650

NUR 656

Field Study in Community Health Nursing II

4 credits

This seminar and precepted practicum course is designed to integrate theory, practice, and research as the contextual basis for clinical practice. This seminar builds upon the NUR 655 seminar series and affords students the opportunity to complete

the implementation and evaluation phases of an ongoing community health project. Emphasis is placed on requisite professional and community roles, responsibilities, and skills to improve and promote communal health and well-being.

Prerequisites: NUR 650, NUR 655

Co-requisite: NUR 651

MBA 610

Business Economics

3 credits

This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision makers behave and interact in markets, and how their interaction governs the allocation of resources and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision makers, particularly households, firms, and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level, and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

MSN/MBA Track

NUR 640

Nursing Management/Administration I

3 credits

The course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Theories and principles regarding management of organizational systems within health care settings are examined. Emphasis is given to the delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems.

Prerequisites: Core, MBA Foundation, MBA Executive Perspectives.

NUR 645

Field Study in Nursing Management/Administration I

4 credits

This is the first of two precepted field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health care settings in order to positively influence the quality of patient care.

Prerequisite: MBA Core, MBA Foundation, MBA Executive Perspectives. *Co-requisite:* NUR 640

NUR 646

Field Study in Nursing Management/Administration II

4 credits

This precepted field experience is a continuation of NUR 645. With faculty guidance, students select opportunities to participate in strategic and financial management operations in a variety of settings.

Prerequisite: NUR 645

MBA 610**Business Economics****3 credits**

This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision makers behave and interact in markets, and how their interaction governs the allocation of resources and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision makers, particularly households, firms and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

MBA 615**Financial Accounting: A Customer Focus****3 credits**

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

MBA 625**Effective and Efficient Management of Operations****3 credits**

An introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. Focuses on quantitative techniques for problem solving and decision making in a variety of strategic and tactical areas of operations management, including Total Quality Management, Product Mix, Process Design, Materials Requirement Planning, Inventory Control, and Project Management.

Prerequisite: MBA 620

MBA 630**Financial Markets****3 credits**

This course will serve as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. The emphasis is on the significance of these elements for conducting the financial affairs of businesses.

MBA 690**Creating Customers Through Effective Marketing Management****3 credits**

Shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Course topics include: (1) market, consumer, and competitive analysis; (2) segmentation, targeting,

and positioning; (3) product development, pricing, promotion and distribution; (4) marketing strategy and planning.

Prerequisites: MBA 501

MBA 691**Managerial Accounting for Decision Making Planning and Control****3 credits**

This course focuses on the firm's management accounting system as its primary information system. The course examines the problems of cost measurement, planning, coordination, control, and incentives. The course explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. During the course the students will be utilizing computer software to solve managerial accounting problems and cases.

Prerequisites: MBA 502, MBA 615

MBA 692**Financial Performance: Control and Measurement****3 credits**

This is a survey course focusing on how managers can construct a decision making process which maximizes the value of the firm. As the majority of financial decision require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of a electronic spreadsheet is needed for homework assignments and case analysis.

Prerequisites: MBA 502, MBA 503, MBA 615, MBA 630

MBA 810**Self-Assessment for Leadership****3 credits**

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop, and reports on efforts to develop those skills.

MBA 820**Information Technology for Decision Making****3 credits**

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include: IT Concepts and Architecture, Strategic Information Systems and IT for Business Reengineering, Total Quality Management, Computer Hardware and Software, Human Computer Communication, Data and Data Management, Data Communication and Network Architecture, The Corporate Information Architecture, Information Systems

Planning, Information Systems Analysis and Design, Supporting Communication and Collaborative Work, Supporting the Managers and Decision Making, Intelligent Support Systems, Innovative Functional Systems, Organizing Information Resources, Control and Security of Information Systems, and Impact of IT on Organizations, Individuals, and Society.

Prerequisite: Completion of all 500 level courses

MBA 830

Financial Statement Analysis

3 credits

This course adopts a user's perspective of financial statements rather than a preparer's perspective. Financial statement data will be analyzed and then used in decision making situations such as equity valuation and credit extension. This course serves as a bridge between accounting and finance, integrating the concepts of these disciplines.

Prerequisites: Completion MBA Foundation Courses, MBA 692.

MBA 901

Competing in a Global Market I: Analysis of the Business Environment

3 credits

This integrated course presents a conceptual framework for analyzing the global business environment. In this course the students will be analyzing the economic, social, cultural and political factors affecting the organization's ability to compete domestically and internationally. In the course, the legal and ethical environment of the business will be examined and a framework for socially responsible decision-making will be constructed.

Prerequisites: Completion of Foundation and Core Courses, taken as a cohort with MBA 902 during last year of study.

MBA 902

Competing in a Global Market II: Analysis and Implementation of Strategy

3 credits

Develops the strategic analysis skills and applies the tools and skills learned in other required courses to analyze and solve strategic problems in a global marketplace. The course deals with industry analysis as well as understanding of the global market and the competition. The students are prepared to think and act strategically as leaders in domestic and global marketplaces.

Prerequisites: Completion of Foundation and Core Courses, taken as a cohort with MBA 902 during last year of study.

Electives

NUR 500

Ethics in Nursing

3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories are explored and critically examined, with a focus on their application to practice. Moral developmental theories are discussed in light of the current debate regarding gender bias in the moral decision-making process. Ethical dilemmas are analyzed with an emphasis on identifying the multiple interests involved, the situational and social constraints, and strategies for working within one's social environment. The course draws on students' clinical experiences in efforts to promote moral reflection and help students identify personal values and beliefs. In addition, the course examines current

and emerging issues as influenced by technological advances, as well as political, legal, economic, and social factors

NUR 573

Risk Reduction in Health Care Systems: Medication Errors, Prototype of Risk

3 credits

This course explores medication errors as a prototype of risk for consumers, health care providers, hospitals, and other health care delivery systems. Risk management programs are examined in relation to the goal of providing quality care and assuring safe practice. Mechanisms of monitoring the deliver of quality health care services are discussed as are the various interdisciplinary and collaborative roles of consumers, legal counsel, and health care providers, including nurses, pharmacists, and physicians.

NUR 574

Introduction to Graduate Research and Writing

3 credits

A cross-disciplinary seminar which introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports and papers. An individualized paper or written project, approved by the student's department, will be completed by each participant in the seminar.

NUR 577

Human Sexuality in Health and Illness

3 credits

This course explains various perspectives of healthy human sexuality and its impact on personal, family, and societal systems. The effect of sexual dysfunctions, disorders, and diseases on human subsystems is analyzed. Legal, cultural, and religious influences on sexuality are discussed.

NUR 578

Case Management I

3 credits

This course examines case management as a system of delivering patient care. The basic principles of case management are explored. Various models of case management are analyzed as they operate in different health care settings. Interdisciplinary efforts to accomplish case management initiatives are investigated in relation to professional collaboration, cost containment, quality of care issues, and achievement of outcomes desired by clients.

NUR 579

Case Management II

3 credits

This seminar and practicum course examines case management models in various health care settings. Students carry out a project in a clinical setting.

NUR 630

Cultural Diversity in Health Care

3 credits

This course focuses on the interrelationship between sociocultural factors and health/illness beliefs and practices of individuals from various ethnic and cultural groups. Illnesses and risks for alterations in wellness within the ethnic/cultural groups will also be examined. Comparisons in health related views and practices will then be made between and among the various ethnic/sociocultural groups and the professional health care system. Methods for fostering the

delivery of culture-specific health care will be identified. Cultural theories prerequisite for understanding cultural and ethnic factors related to health care will be discussed.

NUR 632

Seminar in Nursing History

3 credits

The purpose of this seminar is to expand the student's awareness of the historical role of nursing as a social response to the health needs of the American public. The changes in nursing itself will be viewed through the context of American political, economic, and social forces. The internal forces of nursing will be analyzed as responses to those events. The philosophies of nursing leaders and other leaders and groups will be analyzed. Emphasis will be given to the interplay between societal forces and American nursing practice, education, and administration.

NUR 638

Group Process in Nursing Practice

3 credits

Nurses in advanced practice are increasingly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Further, they participate in group meetings that influence the direction of health care organizations. The purpose of this course is to provide the student with a group experience which will sensitize the student to (1) group properties and process, (2) the impact of one's own and the behavior of others on the group. The emphasis in the course will be on a weekly analysis of group process and the development of skills for group problem solving and productive group work.

Education Concentration

NUR 610

Nursing and Health Education

3 credits

This is the first graduate nursing education course in a three course sequence designed to prepare the master's level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

NUR 611

Methods of Education in Nursing

3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, and practicing nurses. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

NUR 612

Field Study in Nursing Education

3 credits

This seminar and preceptored practicum course is designed to integrate educational theory and methods. Students will participate in a variety of experiences that focus on educating nursing students, other nurses, and nursing's clients. The ethical and legal issues of education will be explored.

Informatics Concentration

NUR 512

Informatics for Nurses

3 credits

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support nursing and health care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and "hands-on" exposure to word processing, spreadsheet, database management, presentation graphics, and communications software. No prior knowledge of computers is required for this course.

NUR 613

Nursing Informatics for the Advanced Practice Nurse

3 credits

This course focuses on career development for the advanced practice nurse in the clinical specialty of nursing informatics. It emphasizes the role of the informatics nurse in both traditional and non-traditional settings. A wide variety of clinical systems are discussed in relation to their use and significance in today's health care industry. The course examines the transformation of nursing data from information to knowledge. It explores the full spectrum of an information system's life cycle from planning through implementation and evaluation.

NUR 711

Nursing Database Management Systems

3 credits

In this course students explore the concepts of file systems and database management systems in the context of information processing for healthcare delivery. Hardware and software requirement of a database management system are examined. End user database system applications are implemented, using micro computer relational database and spreadsheet software. Students investigate entity-relationship, relational, hierarchical, and network models.

NUR 712

Nursing Decision Support and Expert Systems

3 credits

This course examines how nursing decision support and expert systems are planned, designed, and developed. Instructions on concepts and methodologies will be reinforced through hands-on application projects encompassing three paradigms of nursing informatics: executive information systems, decision support systems, and nursing/clinical expert systems. The processes and steps involved in planning, analyzing, and designing nursing decision support and expert systems are discussed along with the introduction of project management, interfacing with systems users, and evaluation of systems effectiveness.

Doctor of Psychology in Clinical Psychology

Director

John A. Smith, Ed.D.

Clinical Director

Lynn H. Collins, Ph.D.

Faculty

Professors: Burke, McCarthy (Emeritus), Rooney

Associate Professors: Falcone, Filicetti, Smith, Watson

Assistant Professors: Armstrong, Collins, Frizzel, Shahinfar, Walker

Core Adjuncts: Chapman, Conway, Dematatis, Fina, Lomauro

Lecturers: Berchick, Boyll, Clarke, Colapinto, Cole, Devlin, Donahue, Joyce, Marks, McLaughlin, Nagele, Santone, Stayton, Turner

Description of Program

The Doctor of Psychology Program (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field, and for those working professionals and others who hold a master's degree in the same areas. It is technically a full time program but has been designed in its structure to accommodate working professionals with late afternoon and early evening classes. An intensive blend of theory and practice is stressed throughout.

The program follows a practitioner/scholar model and requires the completion of a practicum progression at the basic level and an internship at the advanced level. It also requires the completion of a major project – a major thesis that addresses an important original question of relevance to the practice of psychology.

The program emphasizes a health-oriented competency model of professional training with concentrations in the following areas:

Clinical Psychology • Family Psychology

Clinical Geropsychology • Rehabilitation Psychology

Admission Requirements

The program is seeking applicants who have the academic, personal and professional qualifications that would make them outstanding prospects toward becoming ethically sensitive, well-informed and highly competent practitioners.

They should possess high academic aptitude and a demonstrable pattern of interest and personal qualifications which enable them to function creatively and effectively in working with problems of individuals, families and social systems. Some preference may be given individuals who hold a master's degree in psychology or related mental health disciplines and have several years of experience in the mental health field, but applicants with a bachelor's degree and excellent undergraduate credentials will be given full consideration.

To be accepted into the program, the following documentation is required:

- Evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have a grade-point-average of 3.0 on a 4.0 scale; those with an M.A., a 3.2. The record should show the completion of 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Statistics, Methodology and Learning Theory.

- Acceptable scores on the Graduate Record Examination. Those entering with a bachelor's degree must also submit the Graduate Record Examination Advanced Psychology scores.
- Three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant.
- A statement of interest and intent indicating the applicant's reasons for applying to the Psy.D. program.
- The Application for Admission form, accompanied by the stipulated fee payable to La Salle University.
- In addition, foreign students must present an acceptable TOEFL score.
- An in-person interview will be required for all finalists.

The Application for Admission may be obtained by contacting:

Dr. John A. Smith, Director
Doctor of Psychology Program, Box 842
La Salle University
Philadelphia, PA 19141
Phone: 215/951-1350
Fax: 215/951-1351
E-mail: psyd@lasalle.edu

Transfer Credit

Students who have completed graduate work or a master's degree may be eligible to receive credit for previous graduate work. Credit may be awarded for previous course-work that meets the equivalency criteria with regard to course content and competency level. The coursework should be comparable to that offered in either the Psychological Counseling or Marriage and Family Therapy concentrations of La Salle's Clinical-Counseling Psychology program (see page 122).

Tuition and Fees 1999-2000

Application Fee.....	\$40
Tuition - (per credit) basic level (B.A.)*.....	\$426
Tuition - (per credit) advanced level (M.A.)*..	\$519
Registration Fee (per semester)***.....	\$20/40
Instructional Technology Fee (per course).....	\$10
Reinstatement Fee.....	\$50

* Those entering with a bachelor's degree will be considered at the **basic level** and will be charged the basic level fee for all 500 and 600 courses.

** Those entering with a master's degree will be considered at the **advanced level** and will be charged the advanced level fee.

*** Those registering for 8 credits or more pay \$40.

Tuition Assistance

A limited amount of scholarship funding and need-based, tuition reduction funding is available. Consult the Director of the Psy.D. Program for details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951- 1070.

Degree Requirements

Upon satisfactory evaluation by the faculty (SPEC*), the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. The Major Research Project
2. 117 graduate credits of course work as designated
3. One year of full time residency
4. An approved internship
5. The Final Integrative Examination

* SPEC is an acronym for *Student Progress Evaluation Committee*, a standing faculty committee which meets periodically to review student progress.

Progression Through the Program

In its entirety, the program is 117 graduate credits – approximately 57 credits at the basic level, 60 credits at the advanced level.

From a base in clinical psychology, the program offers four concentrations – clinical psychology; family psychology; clinical geropsychology; and rehabilitation psychology. In each concentration area, the student entering at the **basic level** is first provided with the essential foundation material upon which clinical practice is based, and then, joining those entering at the **advanced level**, is moved to graduated instruction and training in a range of assessment and intervention modes specific to the concentration.

The program requires the completion of a **practicum** progression at the basic level and an **internship** at the advanced level (see *Psy.D. Student Handbook* for details).

Candidacy: To qualify for doctoral candidacy, the student must earn a passing score on the **preliminary examination**. The student will be required to take the preliminary examination on or before completing 60 hours in the program.

Once in candidacy, the student is eligible to undertake the **major research project**. To do so, he or she must be enrolled in the first research course (PSY 770) and have been assigned a major research advisor.

At the advanced level, the following courses are required for all students:

- PSY 701 Biological Bases of Behavior
- PSY 702 Change & Therapeutic Experience
- PSY 704 Advanced Psychopathology
- PSY 709 Cognitive Assessment
- PSY 724 History and Systems
- PSY 730 Psychodiagnostic Testing
- PSY 750 Psychopharmacology
- PSY 751 Clinical Health Psychology
- PSY 770 Research I
- PSY 771 Research II
- PSY 772 Research III
- PSY 784 Consultation and Education
- PSY 786 Community Psychology
- PSY 792 Professional/Ethical Issues
- PSY 800 Internship

Concentration Areas

Advanced (15 hours)

Clinical Psychology

- PSY 612 Group Therapy
 - PSY 740 Cognitive Therapy – Applications
 - PSY 741 Psychotherapy Seminar – Advanced Issues
 - PSY Clinical Elective
 - PSY Clinical Elective
-

Family Psychology

- PSY 760 Family Therapy – Seminar I – Models
 - PSY 761 Family Therapy – Seminar II – Issues
 - PSY Family Therapy Elective
 - PSY Family Therapy Elective
 - PSY 767 Marriage and Family Therapy Supervision
-

Clinical Geropsychology

- PSY 753 Issues of Aging
- PSY 754 Behavioral Management
- PSY 755 Psychotherapy with Older Adults
- PSY 757 Neuropsychology II – Neuropsychological

Screening Assessment

PSY 758 Neuropsychology III – Administration and Interpretation of Comprehensive Batteries

Rehabilitation Psychology

PSY 743 Introduction to Rehabilitation Psychology

PSY 746 Cognitive Rehabilitation*

PSY 747 Biofeedback Training*

PSY 757 Neuropsychology II – Neuropsychological Screening Assessment

PSY 758 Neuropsychology III – Administration and Interpretation of Comprehensive Batteries

PSY 769 Family Illness and Disability*

*Two of three

Clinical Electives

PSY 743 Clinical Hypnosis

PSY 744 Sex Therapy

PSY 747 Biofeedback Training

PSY 754 Behavior Management

PSY 755 Psychotherapy with Older Adults

PSY 757 Neuropsychology

PSY 719 Psychological Assessment of Children

Family Therapy Electives

PSY 744 Sex Therapy

PSY 765 Working with Adolescents in the Family

PSY 766 Working with Separation and Divorce

PSY 719 Psychological Assessment of Children

Course Descriptions

Course descriptions for the following courses at the basic level may be found in the Clinical-Counseling Psychology section of this Bulletin:

PSY 500; PSY 502; PSY 503; PSY 504; PSY 505;
PSY 506; PSY 508; PSY 509; PSY 512; PSY 515;
PSY 600; PSY 603; PSY 610; PSY 611; PSY 612;
PSY 614; PSY 616; PSY 619; PSY 624; PSY 683; PSY 690.

PSY 701**Biological Bases of Behavior**

3 credits

An examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. Demonstrations and laboratory exercises will be included. The course will examine basic aspects of functional neuroanatomy and brain-behavior relationships. Models of mind, consciousness and cortical functioning will be explored.

PSY 702**Process of Change – The Therapeutic Experience**

3 credits

A clinical skills course that examines psychotherapy as a change agent. The focus will be on the client-therapist interaction and how change is experienced and promoted in that context. It will consider the process of spiritual change and its impact on the process.

PSY 704**Psychopathology II: A Developmental Perspective**

3 credits

An advanced course in psychopathology looking at issues of etiology, manifestation, treatment and impact on systems over the lifespan. A bio-psycho-social model will be used for understanding, assessing and intervening into issues.

Prerequisite: Psy 503

PSY 709**Assessment – Measures of Cognition**

3 credits

This course provides students with basic competencies in the selection, administration, scoring and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility and ethics are addressed.

Prerequisite: Psy 509

PSY 719**Psychological Assessment of Children: A Systemic Perspective**

3 credits

This is a hands-on course in which the student will learn to do psychological assessment in-context. The student will be given training in the selection, administration, scoring and interpretation of a variety of measures appropriate to children, and then learn procedures for effectively utilizing these measures directly with the family, school and other significant elements of the child's world. The facilities of the Family Study Clinic will be used for this course.

Prerequisite: Psy 709

PSY 724**History and Systems in Psychology**

3 credits

This course undertakes an examination of the roots of psychology in ancient and modern philosophy, its beginnings in 19th century science and its development from early schools and national identities to its contemporary characteristics.

PSY 730**Assessment – Psychodiagnostic Testing**

3 credits

A first course in the theory, placement and practice of psychodiagnostic testing. The student will be given training in the administration, scoring and interpretation of several of the more widely used personality assessment instruments (MMPI, TAT, Rorschach, etc.). Ethical issues related to this form of testing will also be highlighted.

Prerequisite: Psy 709

PSY 740

Cognitive Therapy - Applications

3 credits

A second course in the theory and techniques of Cognitive Behavior Therapy. Clinical material will be used for examining the therapeutic processes involved and to help the student develop a methodical style of practice. Emphasis will be placed upon how theory and assessment are employed in selecting techniques and making effective interventions.

Prerequisite: Psy 610

PSY 741

Psychotherapy – Advanced Issues

3 credits

A seminar on advanced issues of psychotherapeutic therapy practice. Focal topics will be announced and resource-speakers with expertise in those areas will be invited to participate. Students will be assigned to each speaker and will be expected to prepare the class for each presentation. Disciplined and thorough literature reviews will be stressed.

Prerequisite: Psy 740

PSY 742

Rehabilitation Psychology

3 credits

An intensive examination of theories, methods and techniques of Rehabilitation Psychology.

PSY 743

Clinical Hypnosis

3 credits

An introduction to direct and indirect modes of trance induction and the therapeutic utilization of hypnosis. Basic induction and utilization skills will be taught and practiced. Emphasis will be on how hypnosis is incorporated into therapeutic treatment. An Eriksonian approach will be highlighted.

PSY 744

Sex Therapy

3 credits

An introductory course in the principles and practices of sex therapy. Various paradigms will be examined – Kinsey, Master & Johnson, Kaplan, etc. – to extract respective contributions and use them as a basis for building an intimacy-based model of sexual response which focuses upon the uniquely human capacity for attaching meaning and salience to sexual behavior. The Quantum Model of David Schnarch will be highlighted.

PSY 746

Cognitive Rehabilitation

3 credits

An introduction to the basic techniques and methods of cognitive rehabilitation. The roles of emerging cognitive rehabilitation systems, including those developed for use with the personal computer and "naturalistic" cognitive rehabilitation strategies will be examined. The development of productive individualized rehabilitation plans, based upon available assessment data, will be emphasized.

PSY 747

Biofeedback Training

3 credits

An introductory course in the theory and methods of biofeedback and self-regulation training. The emphasis will be upon presenting the theoretical basis for and technology associated with the primary modalities of biofeedback and their applications to physical rehabilitation and psychotherapy. Demonstrations and hands-on-training will be used throughout.

Prerequisite: Psy 701

PSY 750

Psychopharmacology

3 credits

A study of how psychoactive drugs affect behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies.

Prerequisite: Psy 701

PSY 751

Clinical Health Psychology

3 credits

This course will provide an overview of mind-body theory and the biopsychosocial model of health and illness. A basic conceptualization and formulation of stress and related constructs will be provided, and the role of physiological, cognitive, behavioral, emotional, personality, and social/interpersonal factors in the stress-illness relationship will be explored. An introduction to stress assessment and stress management strategies will be provided.

Prerequisite: Psy 701

PSY 753

Issues of Aging

3 credits

An integrative course which addresses the phenomenology of aging in broad perspectives. The socio-cultural, sociological and social psychological aspects of late adulthood are examined. Societal perceptions of the aged will be explored, as reflected by depictions of the elderly and the issues affecting them in the press, literature, television and films.

PSY 754

Behavior Management

3 credits

The fundamental constructs and procedures of behavioral management are addressed. The techniques of behavior modification and their applications to various clinical problems are presented and examined. Particular reference is made to the special problems of aging and rehabilitation.

PSY 755

Psychotherapy with Older Adults

3 credits

The extension of basic psychotherapy and counseling procedures to the needs and issues of older adult clients is explored in detail.

PSY 756**Neuropsychology I – Brain-Behavior Relationships****3 credits**

This course is equivalent to Psy 701

PSY 757**Neuropsychology II – Neuropsychological Screening Assessment****3 credits**

An introduction to neuropsychological screening assessment techniques. Interview based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. Commonly utilized batteries e.g., the Halstead-Reitan, and cognitive rehabilitation strategies will be highlighted.

*Prerequisite: Psy 750***PSY 758****Neuropsychology III – Administration and Interpretation of Comprehensive Batteries****3 credits**

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska will be employed as well as general use batteries, batteries for assessing specific disorders (e.g. dementia, CVA, etc.) and Lezak's patient oriented hypothesis testing model. Both psychometric and qualitative aspects of the assessment process will be explored along with the selection and use of appropriate normative comparison standards.

*Prerequisite: Psy 757***PSY 759****Neuropsychology of Aging****3 credits**

The impact of normal aging and the neuropsychological disorders associated with late adulthood upon cognitive, behavioral, and emotional functioning will be examined in depth. Identification of assessment and intervention strategies applicable to the needs of older adults experiencing neuropsychological dysfunction will be emphasized.

*Prerequisite: Psy 757***PSY 760****Family Therapy – Seminar I – Models and Utility****3 credits**

The first of two seminars that will review the techniques and processes of selected traditional family therapy approaches in order to examine how clinical judgments and moves are made and evaluated. For each approach, a range of applications will be considered and the consistency of theory and practice determined. As an observer/participant, the student will be challenged to examine his/her own theory and style of practice throughout the exercises.

*Prerequisite: Psy 760***PSY 761****Family Therapy – Seminar II - Issues****3 credits**

The second of two seminars that will review the techniques and processes of selected second-order family therapy approaches in order to examine how clinical judgments and moves are made and evaluated. To assess the elements of each approach, a range of applications will be considered and the consistency of theory and practice determined. As an observer-participant, the student will be challenged to examine his/her own theory and style of practice throughout the exercises.

*Prerequisite: Psy 760***PSY 762****Family Therapy – Seminar III - Advanced Topics****3 credits**

An advanced seminar on issues of theory and practice in family therapy. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Students will be assigned to each speaker and will be expected to prepare the class for each presentation. Disciplined and thorough literature reviews will be stressed

*Prerequisite: Psy 760***PSY 765 (762)****Working with Adolescents in the Family****3 credits**

An advanced seminar on problems and issues arising when working with adolescents in individual and family therapy. The developmental needs of the adolescent are reviewed in terms of how they are expressed in family, school and peer situations. A multi-systemic approach is stressed but other approaches will be considered as well.

*Prerequisite: Psy 760***PSY 766 (762)****Working with Separation and Divorce****3 credits**

A study of the factors involved in the processes of separation, divorce and remarriage. A look at the systemic and developmental trajectories of these processes with particular reference to their impact upon individual, couple and family functioning. Various approaches to issues arising from these processes will be examined, including divorce therapy.

*Prerequisite: Psy 760***PSY 767****Family Therapy Supervision****3 credits**

An introduction to the supervisory process in family therapy with particular reference to its position in the systemic chain and its location and utility in treatment. The ingredients of the supervisory process will be analyzed and various models will be evaluated for their applicability and effectiveness. Research will be emphasized and supervisory styles will be modeled and practiced.

Prerequisite: At least two family therapy course

PSY 769

Family Illness & Disability

3 credits

The impact of chronic illness/disability upon family functioning will be explored. A family systems perspective will be utilized to examine the interaction between the individual's experience of illness and family developmental processes. The identification and application of communication and systems-oriented interventions to the needs of families with an ill or disabled family member will be examined.

Prerequisite: Psy 701

PSY 770

Research I

3 credits

This is the first course in the research progression. It may be undertaken once the student has been accepted into candidacy in the program. The focus will be upon establishing the skills necessary for selecting and completing the major research project. The student will attend lectures, read research articles and search out problems to be investigated.

PSY 771

Research II

3 credits

This course is the second course in the research progression. The focus will be upon developing a research plan and implementing it. While working on his/her research, the student will continue to attend lectures, read research articles and select a problem or question to be addressed. He/she will also work independently with a designated research advisor.

Prerequisite: Psy 770

PSY 772

Research III

2 credits

This course is the third course in the research progression. The focus will be upon carrying out and completing the major project. This course must be taken in sequence until the student has completed the major project. Otherwise, it may be waived.

Prerequisite: P771

PSY 784

Consultation & Education

2 credit

Designed to prepare students for the role of mental health consultant and educator, this course will pay particular attention to the dynamics of working with groups in a variety of settings and making effective interventions at a systemic level. A range of exercises will be utilized to give each student an opportunity to become familiar with and practice interventions specific to his/her concentration.

PSY 786

Community Psychology

2 credit

This course is designed to acquaint the student with Community Mental Health as a concept and mental health movement, and with the functioning of Community Mental Health Centers as providers of mental health services to the community. The local and regional mental health situation will be highlighted but attention will be paid to the national picture as well. Each student will be expected to visit and report on the operation of one Community Mental Health Center in some detail.

PSY 792

Professional/Ethical Issues

3 credits

An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be encouraged to develop a "critically examined" personal style and stance with which to address these issues. This course is open only to students in the second or third semester of their internship.

PSY 800

Internship

6 credits

One year full-time internship in an approved facility. Continuous registration over three semesters for a total of six credits is required. The total clock hours served should not be less than 1750.

Post Baccalaureate Certificate Programs

La Salle University offers a variety of post-baccalaureate programs for students who want to build upon their current degrees with specialized certificate training.

Graduate Education Certificates

The Graduate Program in Education offers several certificate programs: dual certification in elementary and special education; certification in early childhood education; and certification in many secondary teaching areas (see pages 42-46). For more information, call 215/951-1593.

Premedical Certificate Program

La Salle University's Premedical Certificate Program gives you the opportunity to change your current career to one in the health professions. It provides students with the necessary prerequisites for admission into the medical school or another health professions program such as dental, optometry, and podiatry schools. Many of these programs are interested in candidates who have unique backgrounds and life experiences. Past students in La Salle's Post-Bac program have had undergraduate degrees in engineering, business, and liberal arts. Students who complete this program receive a Certificate in Premedical Sciences. For more information, contact Dr. Geri Seitchik at 215/951-1248.

Digital Arts and Multimedia Design Certificate Program

This five-course certificate program cultivates the digital design talents of today's professional and helps to maximize use of new technology. The program emphasizes skills and hands-on learning. In just eight months, you'll be armed with a whole slate of Web techniques and digital design talents. Each course runs separately, meeting over abbreviated six- or seven-week sessions. Course instructors are experienced Web users who instruct with the latest equipment and software available. For more information, contact Prof. Peg McCoe at 215/951-1136.

Nursing Certificates

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. For more information on any of the listed programs, contact La Salle's School of Nursing at 215/951-1430.

School Nurse Certificate

The La Salle School Nurse certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school aged children and adolescents. School nurses provide preventive health teaching and manage primary health care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees to prepare for and receive initial certification as school nurses.

Wound, Ostomy, and Continence Nursing Education Program

Through the School of Nursing's Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Clinical Research Operations Certificate Program

This four-course program, offered with Covance, Inc., readies baccalaureate-prepared health care professionals, including registered nurses and pharmacists, for employment opportunities in the pharmaceutical industry in relation to clinical trials. The professionals who complete the certificate program will become an integral part of the research and development process of new drugs, biologicals, and medical devices in the pharmaceutical and biotechnical industries as well as the academic health centers supporting clinical investigations.

Post-Master's Certificate Options are also available in several MSN tracks: **Clinical Nurse Specialist-Adult Health and Illness, Nurse Practitioner-Primary Care of Adults, and Nurse Practitioner-Primary Care of Families.** For more information, contact the School of Nursing at 215/951-1430.

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Director of the Graduate Program in Clinical-Counseling Psychology

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